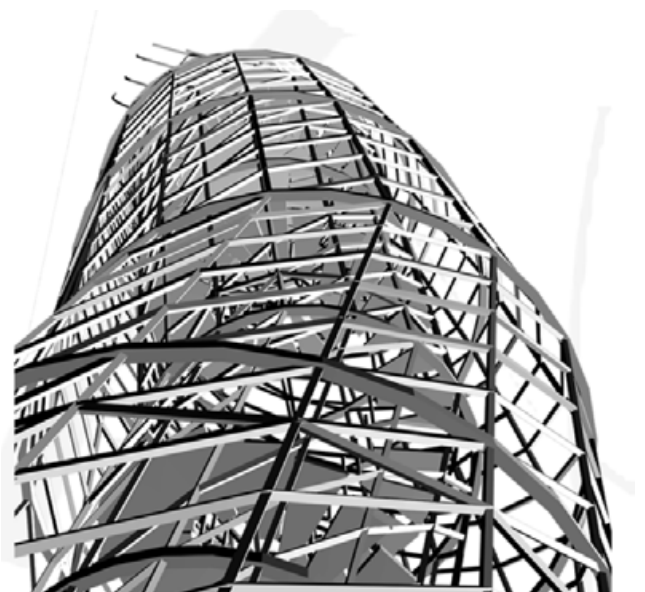


ARCHITECTURE PROGRAM REPORT

WOODBURY UNIVERSITY

SCHOOL OF ARCHITECTURE

SEPTEMBER 2007



ARCHITECTURE PROGRAM REPORT

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WOODBURY UNIVERSITY

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In gratitude for their generous support of the architecture program,
we dedicate this report to Julius Shulman and
to the Raymond and Maxine Frankel family.

— Norman Millar,
Director, Woodbury School of Architecture

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1 INTRODUCTION TO PROGRAM



2007 End of Year Student Exhibition, Hollywood CCRD

1 INTRODUCTION TO THE PROGRAM

Woodbury School of Architecture: Who We Are

With facilities located in Burbank/Los Angeles, Hollywood and San Diego, Woodbury School of Architecture offers a five-year, nationally accredited, professional Bachelor of Architecture degree, and a one-year Master of Architecture degree in Real Estate Development. Southern California and its megalopolis, stretching from Los Angeles through San Diego to Tijuana, present a vital and diverse context within which to examine architecture, urbanism, culture, and the natural environment. The School sees its student population, which reflects the region's vitality and diversity, as its greatest asset.

Woodbury University's School of Architecture 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 design curriculum recent innovations in computer aided design, multi-media, and sustainable technologies. We provide students 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, and Southern California. At the same time, we offer extensive opportunities for international study in Latin America, Asia, and Europe.

We maintain a critical, inventive, resourceful, accomplished, passionate, practice-based, 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 the program, and an entrepreneurial spirit of agility and risk-taking is a hallmark of our faculty's approach.

Director Norman Millar and the faculty of the School of Architecture are committed to delivering on the school's mission:

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.

Woodbury students distinguish themselves in local, regional, and national design competitions and scholarship awards; are valued in the workplace; and often go on to elite graduate schools. Woodbury School of Architecture delivers a strong and effective education that has garnered much regional attention and is poised to gain national prominence. Under Director Norman Millar's leadership, enrollment in the school has doubled since 2000.

Director's Vision

The School of Architecture is poised to emerge as a strong international leader in architectural education. Our vision for the next five-year cycle for the school is to solidify our commitment to architecture and urbanism that is critically effective, by focusing on issue-oriented problems, challenges and opportunities within the contested landscapes of the American West. Specifically theses 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 our cities such as water supply, energy, transit infrastructure, affordable housing, border issues, climate change, and natural disasters;
- Emerging ideas about building technology, alternative practices, policy, and forms of entrepreneurship;
- The opportunities identified with Los Angeles and Southern California as a multi-cultural center of innovative contemporary design and lifestyle.

With this vision for the future in the mind, as well as the needs of a growing student body and expanding faculty, Woodbury School of Architecture is currently undertaking the following major initiatives:

- The construction of a new 19,000 square foot studio and classroom building in Burbank/LA. Designed by Rios Hale Clementi Architects, the building will be occupied in Spring 2008.
- Expanded studio facilities in San Diego to be occupied in Summer 2008.
- Creation of a Communications Office for a rich calendar of exhibitions, publications, and public programs featuring the work of Woodbury students, faculty, and contemporary discourse.
- Full-Time faculty searches in core studios, urban design/landscape urbanism, and emerging technologies.
- Development of emerging technologies tools, resources, and programs in San Diego and Burbank/LA, including appointment of a Program Head in Technology.
- The establishment of a new two-year M.Arch. graduate program, with admission of its first class planned for Fall 2009 and a NAAB candidacy visit planned for Spring 2010.

1.1 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 new real estate boom. 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. From the historic storefront on North Main Street in the center of the local business community, the link between Woodbury and the economic infrastructure of Southern

California was begun. By World War I, Woodbury had established a solid reputation for individual instruction - an approach that continues today.

In 1926, Woodbury was chartered by the State of California as a Collegiate Educational Institution of higher learning to confer both graduate and undergraduate degrees. In 1931, the Division of Professional Arts was established at the college to focus on three fields of design that are closely allied to business. With the addition of interior design, fashion design, and graphic design majors, Woodbury became a college of business administration and design.

In 1937, in spite of a world-wide recession, legendary President R.H. "Pop" Whitten led the effort to build new facilities at 1027 Wilshire Boulevard. For 50 years that location served as the classroom and administrative building.

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. New classroom and administration buildings were added in 1986 and in 1987 the university moved in.

In 1987, the Weekend College program for working adults was established with the aid of grants from The Fletcher Jones Foundation and The William Randolph Hearst Foundation.

The North Hall residence hall was completed in 1990.

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. That same year, three new Arts and Sciences majors were added: psychology and management, politics and history, and liberal arts and business. New architecture studios were completed in 1996. In 1997 the architecture program was reaccredited by NAAB for a five-year term.

In spring 1998, the School of Business received its accreditation from the Association of Collegiate Business Schools and Programs (ACBSP).

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. Also in 1998, the major in interior design was changed to a major in interior architecture, and the university changed from a quarter system to a semester system. In the year 2000, the university added majors in communications and animation arts. 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 2001 the University Board of Trustees approved a 10-year Master Plan for campus development prepared by Lou Naidorf, former dean of the School of Architecture and Design. The old basketball gymnasium was converted into the new Design Center in 2001. The New Woody's Cafe / auditorium with a capacity of 300 was completed in 2002.

In 2002, programs in organizational leadership were initiated in the Weekend College at the graduate and undergraduate level. In 2004, the Faculty Association adopted a senate mode of governance. 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 24,000 square foot School of Business building with a 250-seat auditorium on the main quad, a new 19,000 square foot 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 in the coming decade.

1.2 Institutional Mission (Adopted 2006)

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 more precisely what is necessary for the university to achieve its mission:

Academic Quality

In times of great change, standards can change. The university seeks, as it has always done, to add value to the lives of its students through the educational experiences it provides. At the same time, the course and outcomes of learning must adhere to the highest principles and goals. This provides assurance to the students and to the community that the learning at Woodbury University is not only significant but of significant quality.

Innovation and Creativity

Creativity suggests that one is a maker of knowledge, goods, concepts and not just a receiver of them. Innovation suggests that what one makes is new and forward-looking. We try to foster the values of innovation and creativity in all members of our community.

Communication

The diversity of forms in which communication takes place has swelled, as have the people and places that one must communicate with. In addition to the expanding media, the types of communication have expanded and given heightened importance to visual and physical as well as written and oral communication. We strive to produce good communication and excellent communicators across diverse media and audiences.

Transdisciplinarity

Transdisciplinarity understands the interdependence of all knowledge and widens the forms of knowing to include emotional intelligences, intuition, and physical knowing. It recognizes the importance of collaboration among the disciplines to solve complex problems. We believe that collaboration of people each able to make a unique contribution is important.

Social Responsibility

Social responsibility no longer is merely an option for the educated. At base, social responsibility implies a respect for the planet, for its people and for the environment. It 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. Civic engagement has come to embrace principles of sustainability as well as social justice. Members of our community will be socially responsible.

The Integrated Student

Because of the principles above, Woodbury University finds it more important than ever to assure that the aspects of a student's personal and professional life are fully integrated. What one will do as a professional is an outgrowth of what one will become as a person. All parts of the university will work on producing this integrated student.

1.3 Program History

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. Studio space was greatly enlarged and shop and review space created. The library collection was expanded to satisfy NAAB criteria and additional full-time faculty were appointed. In 1992 the curriculum was strengthened into a B.Arch program and received NAAB candidacy status. A study-abroad program in Paris was introduced, and computer capabilities were enhanced and integrated into the design process.

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. Under her direction, the program continued to grow in enrollment and stature. The curriculum was refined, additional full-time faculty joined the program and important connections were forged with UDEFAL and CLEA, the academic associations of the faculty and students of Latin American schools 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. Two new full-time faculty positions were added to the program in the 1997-98 academic year.

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, after ten years building up Woodbury's Department of Architecture and School of Architecture and Design, Dean Louis Naidorf retired and 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, regional and local design awards in growing numbers, and our graduates 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, Dean Heather Kurze and Chair Norman Millar traveled to Korea to sign a memorandum of understanding with Woosong University in Daejon, 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.

Based on concerns about the clarity of the administrative structure of the program voiced in the 2002 NAAB VTR, Norman Millar spent four days a month in San Diego during fall 2002 and three days a month during spring 2003 to oversee the smooth transition to the administrative re-organization at that location. With the re-organization, San Diego Interim Director Jay Nickels was returned to the main campus to his previous position as assistant chair of the Department of Architecture. Catherine Herbst was appointed associate chair of the department responsible for administering the curriculum in San Diego, under the direction of the department chair and the dean. Debra Abel was hired as administrative director of the San Diego campus responsible for all non-academic issues associated with that location, working under the direction of the vice president of Finance and Administration.

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. In addition several faculty offices were moved from the second to the third floor and a receptionist area was established on the second floor.

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. Sixteen students accompanied the chair and associate chair on a six-week program in Korea. The visit included time in Seoul, Daejon, towns near the DMZ, Busan and Fukuoka, Japan. The Barcelona/Paris study abroad program was expanded to two sections of students with both sections starting in Barcelona and then one moving on to Paris

and the other to Berlin. Also in summer 2004, 20 students and two faculty in a sustainable topic studio traveled to Chile for ten days. Twenty students and two faculty in another sustainable topic studio traveled throughout the American West for ten days. In the fall of 2004 a group of 15 students and two faculty traveled to Rome for ten days.

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. The gift, which is equivalent to 3.5% of the current university endowment, was to be dedicated to scholarships for architecture students.

During the 2004-05 academic year, the architecture enrollment in San Diego surpassed all other all other undergraduate programs except the architecture enrollment in LA, making it conceptually the second largest undergraduate program at the university.

During that year, the architecture faculty approved the curriculum for the new Master of Architecture in Real Estate Development for Architects (M.Arch.RED) 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.RED 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. For the incoming 2007-08 RED class, two members of the B.Arch part-time faculty have been admitted as students.

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 including efficiency, environmental sensitivity, social responsibility, and client/architect relationships.

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.

In the fall of 2007, the school of Architecture will embark on a search for three new full-time faculty members. The faculty will also complete the planning for a new graduate program curriculum. The program is scheduled to receive its first students in August of 2009.

1.4 Program Mission

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.

1.5 Program Self-Assessment

In addition to the customary procedures for self-assessment – outlined in greater detail in section 3.2 – the faculty of the School of Architecture has conducted an intensive formal self-assessment over the last year in connection with establishing its new organizational independence and with the writing of a university Master Academic Plan. The faculty held retreats in September 2006 and February 2007; conducted a Strengths/Weaknesses/Opportunities/Threats exercise in December 2006 and January 2007; performed a Capacity and Preparatory Review as part of the WASC accreditation process (evaluating resources, policies, and finances); and worked

throughout spring 2007 on an academic plan as part of the university's master academic planning process. Extensive questionnaires were sent to students and alumni in summer 2007.

These methods of self-assessment have led the School of Architecture to identify specific areas of excellence and weakness in carrying out its mission. The strengths and challenges identified by the School of Architecture's faculty are summarized here (from the Academic Plan, which incorporated all critical feedback from the faculty retreats and the faculty SWOT exercise).

FACULTY

Strengths:

Woodbury School of Architecture maintains an energetic and devoted faculty, both full-time and adjunct, representing diverse interests and strengths. Regular faculty meetings, attended primarily by full-time faculty offer opportunities for open curricular and pedagogical dialog. Faculty care about students individually and as a group, and the school fosters a positive atmosphere for significant student-faculty interaction.

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 and full-time faculty. However, the greatest threats to the quality of the school's faculty are the current salary and benefit levels, work loads (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. We will also need to modify the workload/compensation formula to a finer degree, one that accounts for class size as well as number of units taught.

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.

Faculty Development:

The School of Architecture is exploring increased faculty development opportunities, including: periodic release time (on top of sabbaticals) to complete research; internal funding opportunities; assistance with seeking and writing grant proposals; and mentoring.

Faculty would also benefit from greater support in meeting the particular challenges of teaching at a highly inclusive, academically diverse program. As stated eloquently by History and Theory Program Head Paulette Singley, "If we maintain our goal of offering an accredited architecture degree at a highly inclusive level then we need to support the faculty who are teaching under-prepared students. We need to develop an infrastructure that complements existing programs outside the School of Architecture, and that fully advantages students who need more attention, and the faculty who spend time working with them."

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.

While the School of Architecture remains committed to serving a diversely prepared student body, the school has recently introduced minimum SAT and GPA standards for automatic admission. It has also moved away from rolling admissions and introduced a deadline-based process, allowing the school to be more selective. It also has introduced a waiting list.

As part of the ongoing evolution of the admissions process, the School of Architecture is committed to implementing a Student-Faculty Admissions Committee and strengthening its recruitment efforts.

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. In order to introduce students and faculty to uniform expectations of conduct and work habits in the design studio, the school has developed and is implementing a comprehensive Studio Culture Policy, to be revised and updated annually. Students and faculty participate equally in the oversight and maintenance of the policy.

At the same time, the faculty is mindful that architecture programs have historically placed greater emphasis on design studios at the expense of other classes. Therefore, a central question for the School of Architecture as it continues to grow and evolve is how to achieve balanced learning across the curriculum: a “Studio Culture that is a Learning Culture”.

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. The university recognizes the need to supplement existing student support services in San Diego and is committed to rectifying that need in the coming year with a plan initiated by Student Development in cooperation with the School of Architecture.

The School of Architecture is committed not only to nurturing struggling students, but challenging, rewarding, and retaining strong students, by providing increased opportunities for independent study, teaching assistantships, student-faculty collaborations, and merit-based scholarships. The school also recognizes that the presence of a graduate program could offer myriad opportunities for strong undergraduates to be exposed to and engaged in more advanced discourse.

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 5th year.

The school is committed to enforcing even application of grading standards and is currently exploring the possibility of a standard grading rubric used throughout the curriculum.

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.

The school is committed to begin not only evaluation, but relationship-building with alumni through initiation of a considered alumni affairs program, developed in conjunction with the Communications Office and Office of University Advancement. Such programs will address how the school can continue to be a resource to its graduates, and how graduates can continue to serve and support the programs of the school. In January 2007, former Assistant Chair Jay Nickels was appointed as the School of Architecture Development and Alumni Relations officer under the joint supervision of the architecture director and the vice president of University Advancement to help initiate this program.

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 provides a positive atmosphere for close interaction between students and faculty. The school emphasizes a solid foundation in and continual development of core skills. Its studios and degree projects are issue-driven and designed to produce critical thinkers. 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. At the same time, the school recognizes the value of being part of a small university, with potential for engagement across disciplines.

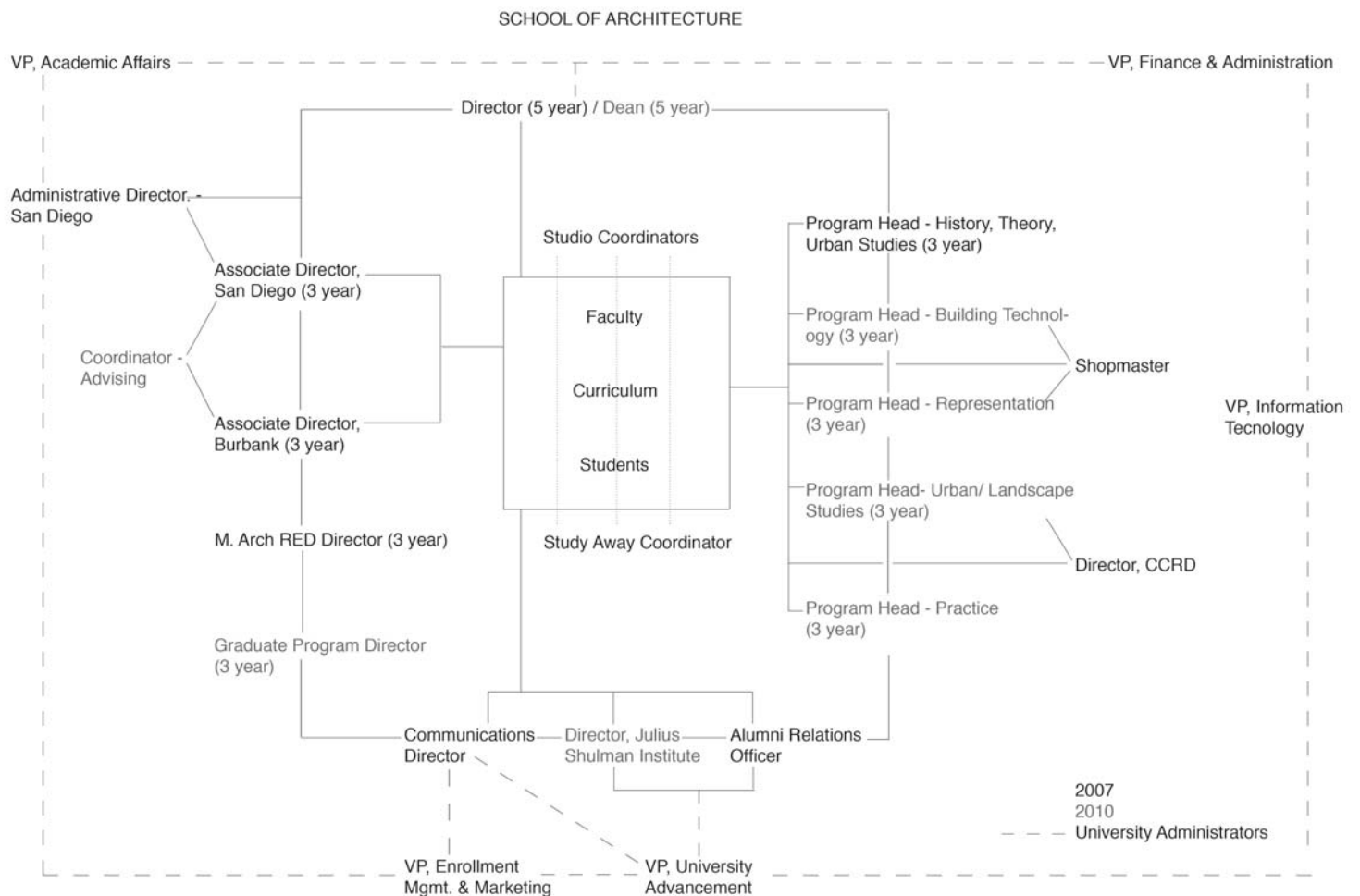
Challenges:

According to recent faculty and student assessments of the program, Woodbury School of Architecture needs to attend to the following areas of the curriculum:

- greater coordination of the technology and representation courses;
- greater investment in digital fabrication technologies, and the development of advanced software skills;
- stronger focus in design development;
- stronger emphasis on process;
- fuller use of the Hollywood facility;
- greater alignment, communication and consistency between SD and Burbank/LA;
- increased oversight into content of GE courses;
- increased 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 are currently working to prioritize the school's next appointments.

SCHOOL Strengths:

The School of Architecture has remarkable assets in terms of faculty, students, and curriculum, and is ready to leap into national prominence. The school is committed to raising its visibility and, with the university's support, is making preparations to do so.

Opportunities:

Two important features of the school's recently re-envisioned administrative structure, diagrammed above, are aimed at this central goal of national prominence: the creation of the position of director and the creation of a dedicated Communications Office.

Director

Restructuring from a department into a school allows us to have a strong focused director effective at promoting the School of Architecture to a national audience. By redistributing some of the current responsibilities of the former department chair position over the

positions of associate directors/San Diego and Burbank/LA, and adding new responsibilities to the former department chair position, a fresh approach to the new role of school director is now possible.

An essential role of the new position of director of the School of Architecture is to advance the programs of the school to regional, national, and international prominence. It is the expectation of the students, faculty and administration of the School of Architecture that the director will connect the programs of the school with a wide range of endeavors in the city (academic, cultural, environmental, etc) and in the profession. A critically important part of the director's role is to envision and oversee a coordinated approach to furthering the life of the school intellectually and materially. Visibility will be measured in the near term by the quality and amount of media coverage, public events and programs, attendance levels, and institutional relationships built and managed by the director, in conjunction with the faculty, students, and Communications Office, for the school's benefit. Ultimately, in the near, medium, and long term, success will be measured, at least in part, by increased applications for admissions; increased competition for faculty positions; and increased monetary resources available to the school in the form of grants, public collaborations, private sponsorships, research subsidies, student scholarships, funded faculty positions, and, presumably, eventually an endowment.

Communications Director

The purpose of the communications director will be to improve and maintain the school's visibility in the press, on the web, and in key constituencies. The communications director will work closely with students, faculty, and administration of the School of Architecture to coordinate, design, and implement a calendar of publications, exhibitions, lectures, and public programs. The goal is to support, illuminate, and enrich the work of students and faculty, and to build in words and images a brand awareness of the school, locally, regionally, nationally, and internationally, working in both printed and digital media. Reporting to the director of the School of Architecture, with oversight by the vice president of University Marketing and Enrollment Management, the communications director is charged with formulating the school's messages for use in communicating with the media, the general public (including prospective students, alumni, employers and donors), the architecture community, and the Woodbury community (students, faculty, staff and board members). The Communications Office will share a development and outreach affinity, and possible synergy, with the Julius Shulman Institute and the Office of University Advancement.

Development

The creation of a Communications Office will enrich the intellectual life of the faculty and students internally, as well as support and focus the efforts of the director in connecting the programs of the school to a far larger public externally. As such, it must be recognized that the Communications Office serves an important supporting role in increasing not only the school's creative, professional, and intellectual cache, but also the possibility of increasing its material wealth. At the same time, it must be recognized that it is NOT a development office.

The value of an outwardly-turned director and a dedicated Communications Office will be fully realized when an appropriate development apparatus is fully articulated and implemented for the school's benefit – when positions within the university (such as Development Director Rose Nielsen from the Office of University Advancement, who is primarily focused on development for the School of Architecture) and/or the school are devoted to raising funds to support the work of students (scholarships) and faculty (grants, research opportunities, endowed positions, etc).

With the support of the Communications Office, a development apparatus, whether within or complementary to the Office of University Advancement, will have the opportunity to evolve a broader scope and sharper focus for fundraising for the School of Architecture than now exists, and will eventually have to apply thoughtful strategies to the following concentric circles of the School of Architecture's development markets:

- alumni
- friends of the school
- board of advisors (school)
- board of trustees (university)
- profession, local, national, international
- corporations
- foundations
- public sector

Challenges:

While it is recognized that the realization of comprehensive, strategic development efforts fall outside the scope of either the director or the communications director's offices, and will not materialize overnight, it is critical to the School of Architecture's faculty and students that this opportunity to forge a synergistic relationship with the Office of University Advancement not be overlooked.

As examples:

The development and management of intelligent, targeted databases is an immediately recognizable area of overlap between Communications and Development/Advancement and should be anticipated by both.

The cultivation of friends, supporters, and institutional allies is an area of immediate overlap between the director and the Office of University Advancement, and should include, but not be limited to, the involvement of a circle of potential sponsors, a reactivated board of advisors, and increased opportunity for the university's board of trustees to come to know and appreciate the unique asset that is the Woodbury University School of Architecture.

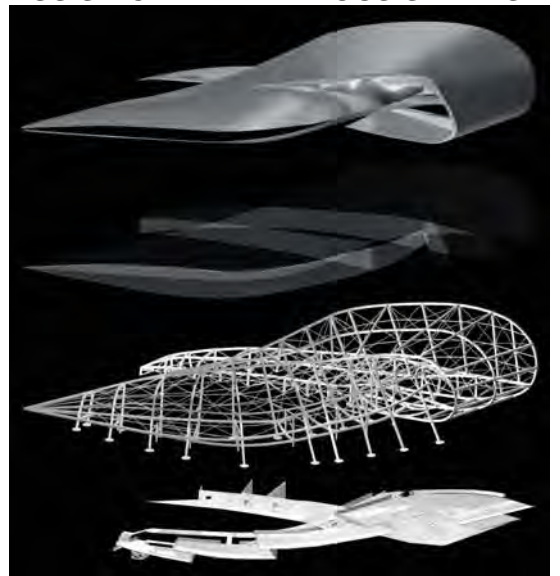
RESOURCE IMPLICATIONS + NEXT STEPS

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

2 PROGRESS SINCE THE PREVIOUS SITE VISIT



AISC 3rd Prize Winner. Students: Jason Muller / Pouyeh Choroomi, ACSA

2 PROGRESS SINCE THE PREVIOUS SITE VISIT

2.1 Summary of Responses to the Team Findings

2.1.1 2002 VTR Conditions “Not Met”

While there were no conditions “Not Met”, the following conditions and criteria (*italicized*) were cited in the 2002 VTR as minimally met:

Whereas all conditions were met based upon 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. (2002 VTR)

5. Human Resources

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. At 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 the program. They are very dedicated; however, it is recognized that the compensation levels, especially for adjunct faculty, are significantly below the national standards in which most institutions strive for equity 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.

There is the concern that the program is outperforming its resource support based on an exceptional commitment by the full- and part-time faculty as well as administration and that there is the risk of burnout over the long term. (2002 VTR).

The faculty continues to be excited about its participation in the program evolution and the overall improvements in the curriculum delivery and student outcomes.

The compensation levels for all faculty have been increased at a rate higher than the increase in the cost of living, but the salaries, especially the adjunct salaries, remain significantly below the national levels and are the lowest among the accredited architecture programs in the region except for the New School of Architecture in San Diego.

The official full-time equivalent (FTE) student enrollment in the program, including summers, has grown by over 50% since the last APR from an FTE of 336 in 2000-01 to an FTE of 506 in 2006-07. An additional full-time faculty position was added in 2004-05 and another one is being added in 2007-08. At least two more full time positions are being added in 2008-09. The ratio of FTE students to full-time faculty has gone from 37 to one (37:1) at the time of the 2001 APR to over 50 to one (50.6:1) in 2006-07. Full-time faculty are stretched more thinly and adjunct faculty are depended upon even more to take up the slack. With the addition of one new full-time faculty position in 2007-08 and two more the following year, the ratio of FTE students to full-time faculty is expected to go down to about 46 to one (46:1) in 2007-08, 39 to one (39:1) in 2008-09, and continue to improve each year after.

One result of the increase in enrollment is a gradual increase in non-studio lecture course class sizes. Efforts have been made to address the problem by dividing large sections into two sections taught simultaneously and doubling the faculty salary. Another approach has emerged where two instructors share a large lecture of up to 80 students one day a week,

and then divide into four discussion sections of 20 on the second day. Still, the challenge of a growing enrollment continues to have a magnifying ripple effect stressing not only the architecture curriculum, but the general education curriculum as well.

The university has instituted a new Participating Adjunct teaching classification where part-time faculty can teach up to a full-time load paid at adjunct rates but receive additional compensation for taking on specific administrative or other responsibilities for a period of one year without benefits. During the 2006-07 year there were two participating adjunct appointments in the school and in 2007-08 there will be four.

To some degree, the burnout concern voiced in the 2002 VTR has been realized with two of our most outstanding full-time faculty opting to leave Woodbury for more lucrative alternatives. Jennifer Siegal came to the conclusion that the pace of her successful practice did not allow her satisfy full-time teaching and service obligations, and Teddy Cruz was offered a much higher paying and lower teaching load position at UC San Diego. The turnover rate has increased among the part-time faculty as well, with some of our best deciding they could not continue to teach at Woodbury, including Jim and Paola Bassett, David Maynard, Matias Cremer, Mike Jacobs, Angela Loughery, Trina Gunther, Aaron Whelton, Jose Perral, Robert Sumrell, and Sergio Zaballos. Consequently, there continues to be a constant search for and increasing number of new part-time faculty members, often resulting in the hiring of inexperienced faculty.

6. Human Resource Development

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 upon the historical evolution of the programs; the individuals involved; the 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 issues of human resource development. The fact must be clear that although there are different resource investments, such as 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 both as basic needs and in special recognition of the exceptional achievement. Given the quality of the program, there should be numerous opportunities for the enrichment of resources for students, faculty and staff. (2002 VTR)

Every effort has been made to balance, if not duplicate, the resources in the parallel programs. In some cases space constraints make duplication of academic resources difficult. For example the architecture program received funding to purchase a single CNC milling machine during the summer of 2007. Until the new architecture studio building in Burbank/LA is on line, the only space available for a milling machine is in San Diego. There is only one laser cutter, which is located in Burbank/LA. Eventually the plan is to have the same equipment at both locations. In the meantime all students are free to send digital files for output or to have access to these technologies regardless of the facility at which they attend the program.

The main library in Los Angeles has a broader collection beyond the architecture, urbanism and real estate development focus of the San Diego library. Students at either location can send for a book from the other location, but few students take advantage of this service. The library has agreed to buy two copies of each new architecture-related volume (one each for San Diego and LA), and to replace used volumes at a similar rate.

Some of the student services provided by the learning center have not been easily accessible to students in San Diego. However, in cooperation with the School of Architecture, the Office of Student Development has developed a plan to remedy this beginning in fall 2007. Measures have been taken, and continue to be taken, to ensure that other student services offered by the Business Office, the Registrar's Office, the Office of Financial Aid, the Counseling Center, the Nurse's Office, the Career Center, and the Alumni Office are equitable to students at all locations.

12.11 Non-Western Traditions

Progress has been made on this criterion since the last visit. The awareness of non-Western traditions is being met at a minimum level and continued progress should be encouraged. Awareness of non-Western architecture is primarily addressed in AR 267 World Architecture 1. The course requires a five page essay on a non Western building. Evidence of these papers was not presented in the team room (one paper on a catholic cathedral in Mexico was presented) but it was observed in student presentations. The syllabus for the course does not indicate any lectures on non-Western architectural history and traditions. The textbook (Kostof) acknowledges a preoccupation with the Western Tradition but "we have created gains in understanding when it is assessed in the light of alternate orders." The response in the APR identifies a number of special events and lectures but these are not part of the core curriculum. The APR notes the challenge to identify qualified faculty, but this challenge is not an unusual one. It should be possible for current faculty to gradually develop additional lectures, particularly in AR 267, to enhance the awareness of parallel and divergent canons. (2002 VTR)

History/Theory Program Head Paulette Singley has made it a priority for AR 267 *World Architecture 1* faculty to develop lectures and assignments in the area of non-western traditions. In addition, she has placed more emphasis on non-western traditions in AR 268 *World Architecture 2*. Since the last visit, the faculty agreed that as a rule, studio case-study research assignments at all levels of the curriculum would include non-western examples.

- A growing number of elective opportunities give students increasing access to understanding non-western traditions.
- The multicultural diversity of the southern California region is reflected in the student body, so students learn about non-western traditions directly or indirectly from each other.
- Summer study-away opportunities in Costa Rica, Chile, Brazil and the American Southwest give students the opportunity to study native and other non-western traditions.
- Summer study-away opportunities in Korea and China have given students the opportunity to study Asian traditions.
- An AR 366 Contemporary Issues course in non-western approaches to understanding sun, wind and water and an elective course in Asian Architecture were developed by Vinayak Bharne.

In spring 2007 at Los Angeles, Vinayak Bharne was a roving studio instructor assigned to all five sections of AR 280 Design Studio 2B *Site Orders*. In addition to acting as an extra studio critic, he gave regular lectures to all of the 2B students on non-western approaches to understanding sun, wind and water. This proved to be effective and will be repeated again next year at both Los Angeles and San Diego.

Faculty Members Vic Liptak and Vinayak Bharne received a Frankel Foundation grant and a Faculty Development Award to fund a one-day symposium entitled *The Emerging Asian City*, scheduled for November 2007. One intent of the symposium is to initiate a dialog of how the real influences of Asia and the rest of the Pacific Rim can be more effectively integrated into the architecture curriculum and general discourse and debate within the School of Architecture.

History and Theory Program Head Paulette Singley makes a profoundly important pedagogical point when she writes, “In interpreting the spirit, as well as the letter, of what NAAB desires when requiring non-western material, we understand this to mean an inclusive spirit of learning that seeks to give voice to often silenced groups, knowledge bases, and approaches to design that the western tradition has largely ignored. This means that we strive to teach the significance of architecture located in Asia, the Near-East, Africa, and the New World as highly important to the education of an architect while we also emphasize diversity as part of the students’ education. Diversity, by extension, is part of the non-western tradition. Thus, we emphasize alternative approaches to design such as, for example, post-colonial theory, feminist theory, queer theory, and theories that consider race. We interpret non-western in a broader sense than geographic territory. We interpret it as thinking(s) that the western canon has ignored. We interpret it culturally as well as geographically.”

12.22 Building Systems Integration

Although a variety of courses teach the students the systems that make up the building and the importance of coordinated system integration, individual degree projects vary in exhibiting the consideration of environmental systems and life-safety systems in the framework of building design. This condition is minimally met and needs further development in the program. (2002 VTR)

Since the last visit, the program has made it a priority to find architects who have successful building experience to coordinate and teach design studios. We have worked with AR 464 *Systems Integration* faculty to use more recent contemporary case studies, and to develop large-scale building sections. In addition to AR 464 *Systems Integration*, at least three design studios now address systems integration: AR 384 *Design Studio 3B Structure, Systems Space and Form*; AR 487 *Design Studio 4A Comprehensive Design*; and AR 492 *Degree Project*. While these measures have helped to improve student ability in systems integration, there is room for additional improvement. One of the positions in the new faculty search will be in Building Technology.

12.29 Comprehensive Design

Students are capable of disciplined and thorough investigation and presentation of the projects that vary in approach from ordered and sublime to frenetic. The coursework shows a path of evolution towards their final comprehensive degree project in which students employ a range of systems and urban considerations in addressing the spatial resolution of programmatic needs. While the selection of materials and assemblies is evident, the resolution of wall sections is lacking and needs to be addressed with the inclusion of large-scale wall sections as a studio project requirement. (2002 VTR)

During the 2002 NAAB visit, only the final studio, AR 492 *Degree Project*, was said to have satisfied Comprehensive Design. Recognizing the need for students to develop “ability” in this area, several steps were taken:

- Studios at all levels of the curriculum were tasked with producing more comprehensive sections.

- While the comprehensive design criterion is not assigned to AR 384 Design Studio 3B *Structure, Systems Space and Form*, it is the first place in the curriculum where students come close to showing ability in this area and it is considered somewhat of a “dry run” as students develop large sections.
- By renaming AR 487 Design Studio 4A “*Comprehensive Design*” in fall 2005, the faculty shifted the requirement to satisfy the criterion to an earlier point in the curriculum.
- AR 464 *Systems Integration* requires large section drawings to demonstrate ability in comprehensive design.
- Comprehensive design development is still required in AR 492 *Degree Project* for those students who have not clearly demonstrated ability in this area prior to their final semester.

While these measures have helped to improve student ability in comprehensive design, there is room for more improvement.

2.1.2 2002 VTR “Causes of Concern”

The following needs were causes of concern to the 2002 visiting team:

To clarify the role of the School of Architecture and Design within the context of Woodbury University as to the aspirations of the institution with regard to enrollment goals and resource and development potential. (2002 VTR)

As most university administrators refer to the School of Architecture as the flagship program at Woodbury in terms of consistently growing enrollment numbers and tuition generation, and in terms of faculty and student achievements, there is pressure for the School of Business to increase its performance to a similar level. With a majority of its members coming from business, the board of trustees has always offered strong support for the School of Business. However, each year since the relative success of the 2002 NAAB visit, the board has become increasingly supportive of promoting and sustaining the growth and development of the architecture program.

Both programs are set to receive a big facilities boost in 2008. While the new 20,000-square foot classroom and faculty office building for the School of Business will help in their pursuit of top tier accreditation, a new 19,000-square foot studio building for the School of Architecture in Los Angeles will ease the space constraints resulting from the surge in enrollment. Both new buildings are set for occupation in spring 2008. In addition, negotiations are underway to lease 25,000-square feet of new space in downtown San Diego for relocation of the architecture program there in summer 2008.

Capital campaigns are progressing to support the new building initiatives. With the establishment of a separate School of Architecture in 2007, the university sees a large development opportunity. For example, the sale of the artwork of Jan Stussy, donated earlier this year by the Frankel family, is expected to endow an Architecture Faculty Chair by 2010. The university development arm, the Office of University Advancement, has hired Jay Nickels as the alumni and development officer for the School of Architecture. The establishment of a new School of Architecture Annual Fund makes it possible for the program to institute the support of its alumni and friends and establish a School of Architecture endowment.

The senior vice president of Academic Affairs and the vice president of Enrollment and Marketing have set a maximum goal for the School of Architecture of 600 students between Los Angeles and San Diego to be reached by 2010. With the B.Arch program within 50 students of reaching its capacity of approximately 550, the remaining 50 students are

expected to be graduate students in the San Diego M.Arch.RED program initiated in 2005 or the new Los Angeles M.Arch program planned for launch in 2009.

To recognize that the Department of Architecture must have clear lines of academic and administrative responsibility. As stated by the President, the Dean and the Department Chair must be fully responsible for their respective programs including academic and administrative issues. (2002 VTR)

Following the 2002 NAAB visit there was a reorganization of the Department of Architecture administrative structure at the San Diego location to clarify the lines of authority in the department under the supervision of the department chair and the dean of the School of Architecture and Design. The former San Diego director's position was split into two positions.

Until summer 2006, the following positions and attendant roles/responsibilities formed the administrative structure of the program:

Dean of the School of Architecture And Design – an administrative position responsible for oversight of the management of the Departments of Animation, Architecture, Fashion Design, Graphic Design, and Interior Architecture, advocacy of the school's students, faculty and programs to the upper administration and board of trustees, development and oversight of the school budget at all locations, and leading in the school's fundraising and outreach.

Chair of Architecture – a faculty position with $\frac{3}{4}$ -time course release under the supervision of the dean, responsible for the delivery of the curriculum at all locations, full-time faculty searches, full-time faculty performance evaluation for reappointment and rank advancement, oversight of course scheduling, part-time faculty hiring, student recruiting, registration, and advising, and academic budget oversight at all locations, maintaining NAAB accreditation, developing new initiatives, and fundraising and outreach.

Associate Chair of Architecture - a faculty position with $\frac{1}{2}$ -time course release under the supervision of the department chair, responsible for the delivery of the curriculum, course scheduling, hiring of part-time faculty, student recruiting, registration, and advising and academic budget oversight in San Diego.

Assistant Chair of Architecture - a faculty position with $\frac{1}{2}$ -time course release under the supervision of the department chair, responsible for course scheduling, hiring of part-time faculty, student recruiting, registration, and advising in Los Angeles.

Administrative Director – a non-academic administrative position under the supervision of the dean in cooperation with the department chair and associate chair, responsible for managing the San Diego facility, recruitment and registration oversight, student-liaison to Financial Aid and Business offices, event planning, and non-academic budget oversight in San Diego.

This structure remained in place until the fall of 2006, when with the resignation of Dean Heather Kurze, the School of Architecture and Design reorganized itself into two schools: the School of Architecture and the School of Media, Culture and Design. The faculty of the School of Architecture organized a new governance structure in the 2006-07 academic year, which is currently in place. It consists of the following roles and responsibilities:

Director of the School of Architecture – a non-teaching faculty position under the supervision of the senior academic vice president, responsible for advocacy of the school's students, faculty and programs to the upper administration and board of trustees, leading in the development of new initiatives in fundraising and outreach, oversight of full-time faculty searches, full-time faculty performance evaluation for reappointment and rank advancement, oversight of associate directors and program heads, development and oversight of the school budget at all locations, and maintaining NAAB accreditation.

San Diego Administrative Director – a non-academic administrative position under the supervision of the director in cooperation with the associate director, responsible for managing the San Diego facility, recruitment and registration oversight, student-liason to Financial Aid and Business offices, event planning, and non-academic budget oversight in San Diego.

Director of Communications – a non-academic staff position responsible for oversight of the development, maintenance and promotion of the school's identity, promotion of student and faculty achievements, and assisting the director in developing fundraising and outreach opportunities.

Los Angeles Associate Director of Architecture – a faculty position with ½ -time course release under the supervision of the director of Architecture, responsible for the delivery of the curriculum, course scheduling, hiring part-time faculty, student recruiting, registration, and advising and academic budget oversight in Burbank/Los Angeles.

San Diego Associate Director of Architecture – a faculty position with ½ -time course release under the supervision of the director of Architecture, responsible for the delivery of the curriculum, course scheduling, hiring part-time faculty, student recruiting, registration, and advising and academic budget oversight in San Diego.

Head of History/Theory – a faculty position with ¼ -time course release responsible for the oversight of the History/Theory curriculum development and delivery, faculty recruitment and performance evaluation, and new initiatives in this area.

Head of Building Technology – a faculty position with ¼ -time course release responsible for the oversight of the Building Technology curriculum development and delivery, faculty recruitment and performance evaluation, and new initiatives in this area (unfilled).

Head of Practice and Professional Studies – a faculty position with ¼ -time course release responsible for the oversight of the Practice and Professional Studies curriculum development and delivery, faculty recruitment and performance evaluation, and new initiatives in this area (unfilled).

Head of Representation – a faculty position with ¼ -time course release responsible for the oversight of the Representation curriculum development and delivery, faculty recruitment and performance evaluation, and new initiatives in this area (unfilled).

Head of Urbanism and Landscape Studies – a faculty position with ¼ -time responsible for the oversight of the Urbanism and Landscape Studies curriculum development and delivery, faculty recruitment and performance evaluation, and new initiatives in this area (unfilled).

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. (2002 VTR)

There is awareness in the upper university administration of the need for a higher percentage of the board of trustees to represent architecture and its allied professions. With the resignation of Dean Heather Kurze and reorganization of the School of Architecture and Design in 2006, the process of cultivating this new representation lost some momentum. However, School of Architecture Director Norman Millar now attends regular development meetings where potential trustees related to architecture from both the Los Angeles and San Diego areas are discussed for consideration by the university president.

While the makeup of the board is virtually the same as it was as in the previous visit, there has been some progress. Of the 26 current trustees there are three related to architecture and design that were on the board in 2002. Louis Naidorf and Eddy Wang are architects and Judith Tamkin works in Fashion. In 2006 Mr. David St. Amant joined the board of trustees. He owns a company that produces traffic signals and related infrastructure and works with planners. He recently contributed funds to the architecture shop, and with a son in the architecture program, he is considered an architecture advocate on the board.

The President's Executive Council (PEC) was established in 2001 to groom Woodbury donors for the board of trustees. Of the 49 council members, six are related to architecture: alumnus Cleo Baldon is an interior designer and landscape architect; Suzanne Furst owns an interior design firm; Joel Jaffe is a partner in a large architecture firm; Arnold Levitt is the president of Levitt Group Architects; Frank Moran owns the Home Design Center; and Erick Serrato is an architecture alumnus. While not all members of the PEC will be invited to be trustees, there is hope in the School of Architecture that several from among these six will be.

While the School of Architecture recognizes that board and council members are, above all, passionate and generous believers in the university and all its programs, the School of Architecture would like to see the profession's depth of local leadership resources more fully represented on both the board and the PEC. Southern California hosts a bountiful supply of innovative leaders in architecture, urban design, building technology, real estate development and construction. The School of Architecture is committed to widening its base of support from these fields, and to assisting the university in identifying and cultivating potential members for these two university-wide bodies. The primary instrument for this effort will be a revival of the School of Architecture's Board of Advisors comprised of professionals and academics from architecture and related fields. With the combined effort of the school and the university, our hope is to see architecture-related membership on the university's board of trustees increase over time from three to perhaps eight, and on the PEC from six to perhaps fifteen.

To explicitly include the faculty and projects in the program as important components of the community development and fund-raising and resource development. (2002 VTR)

The accomplishments of the faculty and students of the School of Architecture including awards, publications and other achievements are regularly featured on the university website and in marketing and development publications, such as the President's Annual Report and the bi-monthly *Woodbury Today* publication. "Academic Update," which is produced quarterly by the vice president of Academic Affairs, is saturated with architecture accomplishments and goes to the board, PEC, alumni and other external audiences. The University Public Relations Office has had some success in getting publicity for the school in local press. Since 2003, one-page ads for the School of Architecture and Design in the monthly *LA Architect* magazine featured student work and alumni accomplishments.

However, the School of Architecture anticipates a significant improvement in this area with the launch of its own internally developed website anticipated by January 2008 and with the hiring of its in-house communications director.

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. (2002 VTR)

During the last term of accreditation, the architecture program has continued to lead the university in enrollment gains and in achievement. New initiatives in architecture such as the introduction of the first and second years of the B.Arch and the M.Arch.RED program in San Diego have proven to be successful and fruitful. The enrollment at the San Diego facility surpassed all of the other design departments (animation, fashion design, graphic design and interior architecture) and that program has been operating in the black since academic year 2004-05.

Since the architecture program has proven to be a consistently dependable “cash cow” and a rich development opportunity, the university encouraged the restructuring and establishment of the School of Architecture.

Priority was placed on a new advanced architecture studio building to be completed by January 2008 in Burbank/LA with a capacity to house dedicated studio space for 192 students, ample pin-up and display areas, and a multi-purpose “Main Space.” In San Diego lease negotiations are currently underway that will lead to a relocation to a better facility in downtown during the summer of 2008.

The university recognizes that the size of the full-time architecture faculty must be increased with at least one new position annually until it reaches a complement of 20, and is committed to supporting this growth. A new full-time position was established for fall 2007 with the one-year visiting appointment of Tim Durfee. A formal search is being initiated in September 2007 to permanently fill the position by August 2008. Additional models of full-time positions are being explored, such as practicing full-time positions with reduced teaching loads and responsibilities. Following a comparative regional study of part-time and full-time salaries at similar local programs, the board of trustees has agreed to support the implementation of a plan to make faculty salaries more competitive with those programs.

The university is supportive of the desire of the School of Architecture faculty to establish a NAAB-accredited graduate program and has agreed to provide the start-up resources to initiate the program with a cohort of students in fall 2009 and host a NAAB candidacy visit in spring 2010. Coupled with the support of the new graduate program is the university’s recognition of the need to fully support the long-term development and maintenance of the B.Arch program in a way that not only meets but also surpasses the expectations of the NAAB.

2.2 Summary of Responses to Changes in the NAAB Condition

2.2.1 Introduction to the Program

The 1998 C and P requirement A.5 Program Strategic Planning was changed to 1.5 Program Self-Assessment. Procedures of self-assessment are outlined in detail in section 3.2, and summaries of faculty, student, and alumni evaluations of the program in relation to its mission appear in sections 1.5 and 3.2.

2.2.2 Condition 3.5 Studio Culture

During fall semester 2006, when the former School of Architecture and Design was being reorganized, the Department of Architecture undertook the development of a new organizational structure for the School of Architecture, which was formally instituted in January 2007. Hadley Arnold, a visiting member of the full-time faculty, agreed to work with members of the Architecture Student Forum and develop a new Studio Culture Policy. She presented updated drafts of the policy at regular bi-weekly faculty meetings, soliciting faculty and student input until the final draft was approved by the faculty in March 2007, by the LA branch of the Architecture Student Forum in April 2007 and by the SD branch in May 2007. It was agreed that the policy would be distributed to students and faculty at the first day of studio each semester and that students would sign an agreement to abide by the policy. A clause was added to the full-time and part-time faculty contracts requiring that they uphold the policy.

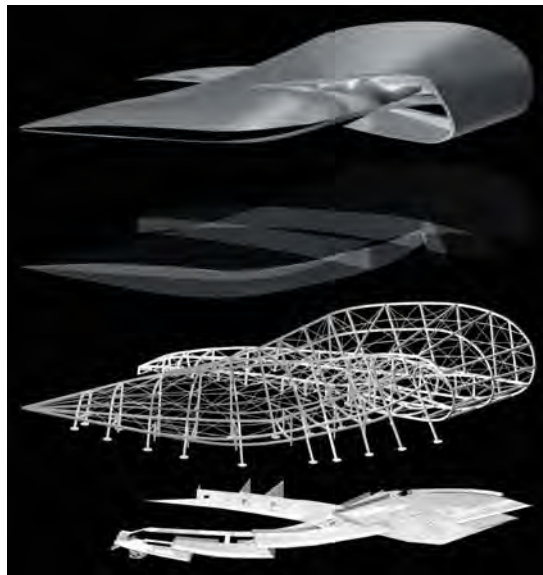
2.2.3 Condition 3.10 Financial Resources

The new 2004 requirements that the APR include comparative annual budgets and expenditures for each year since the last accreditation visit, and that the data on annual expenditures and total capital investment per student, both undergraduate and graduate, be correlated to the expenditures and investments by other professional degree programs in the institution, has been helpful in the assessment of the architecture program's standing with respect to those programs.

2.2.4 Condition 3.13 Student Performance Criteria

During fall 2006, the full-time faculty devoted a faculty meeting to reading together the 2004 student performance criteria and assigning them to the courses in the curriculum. Later in the 06-07 academic year, the course descriptions were modified slightly to reflect these assignments. The faculty agreed that the 34 criteria are better articulated and organized than the 1998 criteria used in preparation for the 2002 visit, and have thus improved our assessment ability of student learning outcomes relative to the curriculum.

3 THE THIRTEEN CONDITIONS OF ACCREDITATION



AISC 3rd Prize Winner. Students: Jason Muller / Pouyeh Choroomi, ACSA

3 THE THIRTEEN CONDITIONS OF ACCREDITATION

3.1 Program Response to the NAAB Perspectives

3.1.1 Architectural Education and the Academic Context

The Bachelor of Architecture program benefits from and contributes to Woodbury University. Roughly 35% of Woodbury students are in architecture. During the past ten years, faculty and student achievement in the architecture program has brought increased recognition to the university at a local, national, and international level. Architecture is the only Woodbury program with a growth in enrollment for the coming 2007-08 academic year, and has maintained the most consistent enrollment growth over time, more than doubling since 2000. The university provides faculty and student development opportunities through several of its offices. Architecture students can minor and take courses from departments in the School of Business and the School of Media, Culture and Design. The Center for Excellence in Teaching and Learning supports faculty needs, while Oasis and the Office of Student Development support student learning and offer student services.

Academic and Professional Standards for Faculty

In general faculty are required to have a terminal degree. While this may mean a Ph.D. in Business, Communications, Psychology, Politics and History, Physics and Math, in Design it means an MA and in Architecture it means an M.Arch or a B.Arch, but a B.Arch may limit advancement for full-time faculty to the rank of Associate Professor. When considering rank at the initial hire for full-time faculty, 3 years of full-time professional work experience can be translated into one year of full-time teaching experience, to a limit of three years full-time teaching. There is no tenure at Woodbury, but a full-time teaching position is relatively secure, and there is a clear system for rank advancement administered by the Faculty Personnel Committee.

Part-time architecture faculty have degree requirements similar to the full-time architecture faculty to qualify for the first level of rank. Having an architect's license as well will put them in at the next level. Having a Ph.D. will put them at the top level. Each level has three steps based upon years teaching.

For greater detail, please refer to the Woodbury University Faculty Handbook, Section C: Faculty Personnel Policies.

Academic and Professional Standards for Students

High school graduates are required to have a minimum GPA of 3.0 and minimum combined SAT score of 1200 to be automatically admitted to the architecture program prior to the application deadline. The average high school GPA for the 2007-08 freshman class is 3.34, and the average SAT score is 1005. Transfer students must have a minimum transfer GPA of 2.5 and only those courses with a grade C or better can transfer. The average GPA for this year's incoming architecture transfer students is 3.16. Students who complete the two-year architecture programs at Pasadena City College, East Los Angeles College and Mesa College with a GPA of 3.0 or higher are entitled to transfer directly into the third year of the architecture program based upon an articulation agreement with Woodbury University. All other transfer students must have a portfolio review for placement.

Once enrolled at Woodbury, all students must maintain a GPA of 3.0 (B) to continue their university funding and a GPA of 2.0 (C) to stay enrolled. Architecture students must keep a 2.0 average in any two consecutive studios in order to proceed in the sequence. If the average goes below 2.0 they are required to retake one of the past two studios. All architecture students must pass a portfolio review in the spring of their third year in order to proceed to the fourth year. If they do not pass, they are required to take an extra studio.

Students who maintain a studio GPA of 3.0 during their first two years and are even with or ahead of where they should be in the curriculum are allowed to “fast track” by taking studio in the summer after their 2nd and 3rd years; students can thus complete the five-year curriculum in four years. Prior to graduation, architecture students must satisfy a 300-hour work experience requirement in an architect’s office or that of an allied professional.

Interaction with other Programs at Woodbury University

Woodbury School of Architecture is enhanced by and contributes actively to the three other programs that, along with the School of Architecture, comprise Woodbury University: the Institute of Transdisciplinary Studies (ITS); the School of Media, Culture and Design (MCD); and the School of Business.

Transdisciplinarity

Architecture has been understood as an inherently multi- or inter-disciplinary practice since at least the 1st century B.C.E., as exemplified in the writings of Vitruvius. And while it is true that many Woodbury architecture faculty embrace an implicit interdisciplinarity in their own course curricula, the school is also moving toward a model of explicit transdisciplinarity adopted by the university community in its 2004-2006 self-study undertaken for WASC re-accreditation.

Following a reorganization of the university’s structure in 2006, General Education courses, formerly offered within the School of Arts and Sciences, are now offered through ITS, the Institute of Transdisciplinary Studies. Through ITS, History, Politics, Art History, Science, Math, and Economics are taught in a learning and research environment that emphasizes collaboration across disciplines. ITS Director Douglas Cremer, Ph.D. defines transdisciplinarity in the following way:

“Transformative praxis that thrives on inclusivity and reflexivity.

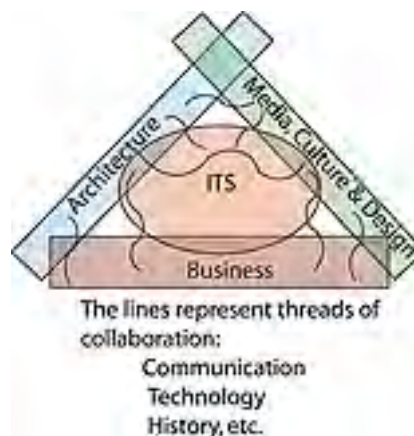
Engagement with the complexity, plurality and contingency of the contemporary world.

Refusal to privilege any particular discipline, culture or form of knowledge.

Innovation directed at generating new theory as it emerges from action.

Constructive problem-solving that focuses on objective issues, personal values, and societal needs.”

Transdisciplinarity is now central to the structure of the university.



The Institute of Transdisciplinary Studies benefits architecture students by creating and sustaining wider discussions across the disciplines, and it provides opportunities for greater depth of study through its junior fellows honors program. Launched in 2007, the

junior fellows program provides a \$1,000 tuition grant and participation in a transdisciplinary research seminar during the fall, the results of which are presented to the campus community early the following semester.

ITS presents important opportunities to architecture faculty members for cross-disciplinary collaborations. Examples include the following:

- As part of a pilot project during ITS's inaugural 2006-2007 year, School of Architecture adjunct faculty member Louis Molina co-taught a course on water issues in Los Angeles in collaboration with Dr. Rao Chekuri, Professor of Physics and Chair, and Eugene Allevato, adjunct professor, both of the Department of Mathematics and Natural Sciences. As part of the national Science Education for New Civic Engagement and Responsibility (SENCER) initiative, the course was designed to engage science students in questions of contemporary social and environmental relevance, and to engage design students in applied work in the natural and social sciences. In March 2007, transdisciplinary student work from the course was presented in poster sessions at the SENCER Symposium in the Rayburn Office Building on Capitol Hill; projects included "Clean Water in Brazil" and "Traffic Impact on Global Warming." The SENCER water course will be offered again in fall 2007, and this time will also include contributions from architecture faculty members Hadley and Peter Arnold. Nick Roberts will teach in the 2008 SENCER seminar on traffic.
- In April 2007, School of Architecture professors Nick Roberts and Gerard Smulevich, along with ITS Director Douglas Cremer, presented a joint paper on "Extreme Teaching: A Transdisciplinary Foreign Study Program at a Minority-Serving Institution" at the Western Association of Schools and Colleges: Accrediting Commission for Senior Colleges and Universities (WASC Senior) Annual Meeting in San Jose, California. Their presentation was based on summer courses offered in Berlin, Germany and Nanjing and Beijing, China involving political, cultural and historical studies related to designing an urban intervention. According to their presentation, students actively engaged in greater comprehensive learning about the cities and countries than was strictly necessary for the projects at hand; students and faculty alike embraced a perspective that transcended disciplinary boundaries, pursuing learning "wherever it led them, by whatever means necessary." Dr. Cremer continues to collaborate with Nick Roberts and Gerry Smulevich in the summer 2007 traveling studios in China and Europe.
- Dr. Paulette Singley co-taught a course called "Montage City: Los Angeles and the Filmic Imaginary" with Dr. Elisabeth Sandberg. Dr. Singley focused on the history of film and urbanism in Los Angeles and Dr. Sandberg focused on the literature pertaining to the city. Dr. Sandberg also authored the writing assignments that both she and Dr. Singley reviewed. This class was collaborative and multi-disciplinary in nature, drawing from an array of sources – music, poetry, literature, film, urban history, and architecture – to immerse Woodbury students in the plethora of experiences and stories that Los Angeles has to offer.

Together Dr. Singley and Dr. Sandberg co-directed a foreign study program that took place in Rome, Italy during the month of June, 2006. Together they crafted a curriculum that pushed the interdisciplinary opportunities of architecture and literature. The studio brief required students to illustrate their work with text – developing upon the many inscriptions found throughout the city – and Dr. Sandberg worked with the students in authoring or identifying this text. The general education seminar she offered titled "The Layered City" complemented the more historical

lectures and walking with literature about the city, thereby framing architecture and urban design within a larger cultural context.

- In fall 2006, Vic Liptak and Phil Pack, Professor of Natural Science, co-taught a new course they developed as a 300-level (upper division) general education class, IS 373, *Energy and Society*. Both faculty felt the issues surrounding energy and the global future that current students would soon inherit were compelling enough to merit deep investigation through scientific, historic, political, and economic lenses. A particular concern focused on the impacts of the built environment on resource use and distribution, and our attitude toward the social commons.
- In spring 2007, Vic Liptak was one of four instructors teaching sections of IS 104, *Knowledges*, a core course in interdisciplinary studies for all Woodbury students. Her co-instructors included Paul Decker, head of Woodbury's Institute for Excellence in Teaching and Learning, Gianluigi Gugliermetto, adjunct professor in Philosophy, and Andy McCutcheon, adjunct professor in Writing. Transdisciplinarity was key to the success of the course; planning, syllabus, reading lists, exams and goals were jointly constructed, and regular meetings to discuss student engagement and progress allowed course content and delivery to respond and develop throughout the semester.

The creation of ITS raises the important question of how the School of Architecture will integrate teaching the humanities into the Architecture curriculum. Will the School of Architecture be responsible for teaching a larger part of the General Education curriculum, and if so, how will we support our faculty in this endeavor? How will the School of Architecture work with other departments in a larger, university-wide conversation about the Humanities? Is there a way to work with other departments to help align coursework so that deliverables manifest themselves more clearly among our students' learning outcomes? These questions are dear to the School of Architecture faculty and History and Theory Head Paulette Singley is leading the effort to engage them.

Less formally, as a small institution with fewer than 1500 students, Woodbury offers a thriving environment for transdisciplinary conversation. A small faculty sharing close space in a collegial atmosphere fosters interdisciplinary dialog on a daily basis between the architecture school and instructors from other programs.

At the San Diego facility, this is particularly pronounced, as seen in ongoing collaborations between design faculty and upper level GE faculty. For example, for the last two years co-authors and collaborators Rene Peralta and Fiamma Montezemolo have conducted a topics studio centered on their interests in Tijuana, Mexico. Montezemolo is an Italian anthropologist with an extensive background and research in cultural anthropology, and Peralta in the past 10 years has produced critical and multidisciplinary urban studies of the US/Mexico region through books, lectures, publications and film projects. While at Woodbury University San Diego, Peralta and Montezemolo have proposed and executed a series of multidisciplinary courses exposing students to the realities of the social, cultural and urban conditions within the volatile bi-national context they find themselves in, while cultivating cross-border relationships with universities, students and academia from the city of Tijuana and other areas of Mexico. The topics studio continues to work on various urban and social themes of the region and how they transform practice and academia, as well as the global circumstances emerging in developed and developing countries as they consolidate toward a critical mass.

Other San Diego faculty members have collaborated in similar studios focusing on a multidisciplinary approach in the area of digital art and architecture, housing and theories of

natural growth and emergence among other topics. Currently faculty members Rene Peralta and Stan Bertheaud have introduced film techniques in summer studio for the archiving and presentation of urban context and site analysis, through the professional collaboration of Hollywood director and special effects photographer Les Bernstein.

Privileged by its location in an animate region of bi-national politics, globalization and urban development challenges, Woodbury is becoming a focal point for the ongoing regional discussion between academia and practice. The benefit to students is seen in their intellectual approach and implementation of critical techniques for the innovative development of urban and architectural projects.

Collaborations with MCD

Extensive overlap and interaction with the faculty from the School of Media, Culture, and Design (MCD) takes place routinely. Architecture students enroll in MCD courses in Communications, Psychology, Art History, Graphic Design, Animation, Fashion Design and Interior Architecture. Students in Fashion, Interior Architecture, and Architecture share a laser cutter. Architecture students and faculty members have collaborated extensively with MCD students and faculty. Examples include the I-Scape Design Competition for a new courtyard adjacent to the library, exhibition design, and fashion show design and production. For the I-Scape competition, each design team comprised architecture and interior architecture students; three teams of semifinalists from Burbank/LA and San Diego were chosen, and the winning finalists included both interior architecture and architecture students. Coordinators were Ingalill Wahlroos-Ritter of the School of Architecture and Josh Stein of MCD.

Under the tutelage of adjunct faculty member John Southern, architecture student Michael Manolo and graphic design student Vincent Akuin created a 14-week research-based independent study that combined the notion of product design with architecture. Part cultural critique, part metropolitan mapping, *“Toy Icon: Independent Study Seminar on Urban Identity”* worked to understand the consumer as a cultural node within the larger urban geography of Los Angeles.

At the Hollywood CCRD facility, Penny Collins, chair of Fashion Design, has collaborated with architecture faculty Jeanine Centouri on storefront display design and with Hadley and Peter Arnold on the design and production of the 2005 annual fashion show.

MCD Director Dori Littell-Herrick has recently created a render farm – currently being networked, and expected to be ready for use by fall 2007 – with the expectation that the School of Architecture would share it fully. With two roughly 7-terabyte servers and 40 dual core rendering nodes, the render farm runs mental ray render stand-alone licenses which can be used with 3D Studio Max or Maya. The intention is that Architecture and MCD share the farm, each program using one server and half the nodes. While the rendering needs of the two schools differ widely, MCD has initiated the project, secured technical support from mental images, and initiated instructor training, including Arno Kroner and Audri Phillips, who teach the Urban Environments Maya class shared by the animation and architecture programs. In addition to the economies of means and creative opportunities of collaboration, Architecture is grateful for MCD’s initiative in this area for distinct practical reasons: the backlog in the computer labs at mid-terms and finals, exacerbated by the enormous amounts of time and memory required for rendering files, will be somewhat alleviated by these dedicated servers and nodes.

We expect to be sharing a new CNC milling machine in San Diego with other programs. A Title V grant provided funds to purchase, install and teach faculty on the use of an XYZ 4008 milling machine. Located in San Diego, the machine was used on a class by class

basis in fall 2007 in order to gain an understanding of how to manage the integration and use within the curriculum.

Collaborations with the School of Business

As a matter of course, School of Architecture Director Norman Millar actively seeks ways in which the multidisciplinary culture of architecture can be shared with Woodbury's other programs. For example, Norman Millar's recent meetings with Dr. Andre B. van Niekerk, Dean of the School of Business, led to development of a year-long collaboration. The School of Business has been invited by the headquarters of a preeminent German automobile company in Germany to conduct market research for its new luxury crossover model, which is not doing as well as they anticipated. While business students conduct market research and graphic design students propose advertising campaigns, architecture students may be exploring questions of brand identity played out in space, for example the design of showrooms and/or the incorporation of the vehicle into the design of prototype housing conforming to Los Angeles's new small lot ordinance. Partial financing from the manufacturer, secured via the School of Business, is of modest material value to the School of Architecture; the broad-based inquiry into the integration of a product into a particular urban context is potentially a valuable contribution to expanding the boundaries of the Business School's inquiry.

Several members of the architecture faculty have collaborated with colleagues in the Business School in recent course offerings. For example, architecture faculty member Jeanine Centuori has co-taught a Real Estate Development design studio with business school instructor Bud Walker for two consecutive years. Their advanced topic studio comprises both architecture and business students working together and individually on projects, incorporating principles from both disciplines. The studio uses "real world" projects to convey strategies for making architectural decisions that are economically profitable and socially sustainable. Project sites and programs are tested with zoning, marketing, economics, and design. In 2007, the studio focused on the practical realities of development within the constraints of Los Angeles's small lot ordinance and current market trends.

Vic Liptak co-taught EP330, *New Venture Creation*, with School of Business faculty member M.E. (Bud) Walker, in spring 2005. The course followed up a design/build semester, co-taught by Vic Liptak and Jeanine Centuori, that focused on developing part of the Hollywood facility as a student-run, student-project-stocked store. *New Venture Creation* focused on entrepreneurship and the development of a business plan for the student-store; business and design students worked together in teams and presented their plans to a panel that awarded a prize in entrepreneurship to the most outstanding proposal.

Faculty Contribution to Governance of Institution

Outside the classroom, students, faculty, and administrators in the School of Architecture participate actively in the life of the university, particularly with regard to university governance.

Full-time architecture faculty members Nick Roberts, Paulette Singley, Gerry Smulevich and M. Victoria Liptak have served on the Faculty Senate, the governing body elected by the Woodbury University Faculty Association (WUFA), and Associate Director Catherine Herbst was elected to a two-year term starting this fall. Paulette Singley served as secretary to the senate in its inaugural year; Vic Liptak served as vice president from 2004 to 2006. In spring 2007, Vic Liptak was elected by WUFA to preside over the senate for a two-year term and serve as dean of faculty. She also served as co-chair of the ad hoc 2006-07 Educational Planning Committee, whose purpose is to develop the university's Master Academic Plan (MAP) and review academic programs to ensure alignment with the

MAP, and she chaired a task force to develop a new WUFA constitution, to be ratified in spring 2008.

Head of History and Theory Paulette Singley, Jeanine Centuori, Stan Bertheaud and Director Norman Millar have served on the elected university-wide Faculty Personnel Committee, which evaluates and makes recommendations to the university president regarding the qualifications of all persons under consideration for appointment, reappointment, advancement, and sabbatical.

Architecture faculty member Jeanine Centuori serves on the appointed Academic Appeals Committee, whose purpose is to evaluate any and all exceptions to faculty academic policy in response to individual student petitions, as well as to initiate and recommend policy to appropriate faculty committees and the Faculty Senate.

Nick Roberts currently serves on the university's WASC Reaccreditation Steering Committee and the senate. In conjunction with the Steering Committee's efforts, two other committees function to fulfill the second and third phases of reaccreditation: a Capacity and Preparatory Review Committee, on which architecture faculty member Gerry Smulevich serves, and a Student Success Task Force, on which Paulette Singley, head of the School of Architecture's History and Theory program, serves.

Associate Director for Burbank/LA Ingalill Wahroos-Ritter serves on the Marketing Advisory Committee as the university considers the restructuring and redesign of its website, catalogs, brochures, and advertising. She also serves on the Technology Committee and is a member of the Campus Wellness Team.

School of Architecture Director Norman Millar currently serves on the university president's Budget Advisory Committee and Space Planning Committees as well as the Educational Effectiveness Review Task Force. He has served on the Development Committee for the Strategic Plan, Academic Programs Committee for the Strategic Plan, numerous university-wide search committees, the Curriculum Committee and the now disbanded Policy Committee.

Faculty Contribution to Intellectual + Social Life of Institution

In addition to the ongoing cultivation of interdisciplinary discourse in the classroom, the School of Architecture contributes to the intellectual and social life of the institution through a variety of public programs, including conferences, lecture series, and exhibitions. Architecture faculty are extremely well represented at the university-wide faculty workshops each August, as well as annual celebrations put on by the President's Office at the beginning of the school year, Thanksgiving, Christmas and at commencement ceremonies in May.

ACSA West Conference 2006

A major contribution to the intellectual life of the university came in the fall of 2006 when Woodbury School of Architecture hosted the ACSA West Conference, "Surfacing Urbanisms: Recent Approaches to Metropolitan Design." Co-chaired by full-time faculty members Paulette Singley and Nick Roberts, the three-day conference brought 85 academics and practitioners to Woodbury to discuss the future of the city.

As described by the conference organizers in their call for entries:

"The past decade has witnessed an increased interest in certain research topics---the explosion of sprawl, regional planning, geography, land reclamation, and land use study--that share a focus on the growth of the city and its concomitant suburbs. Despite this

shared focus, definitive and at times antagonistic factions engage in heated debates about the future of urban design. Among the more influential models to emerge are New Urbanism, Infrastructural Urbanism, Dutch Urbanism, Post-Urbanism, Environmental Urbanism, and the Bilbao effect. Added to this list might be other types of research into the city and suburbs that investigate race and cultural enclaves, minor urbanisms that promote small but highly influential change at the scale of human beings, the challenges of a terrain vague, or an urbanism devoted to exploring the socio-political complexities of borders.

“This conference proposes to ask what can be learned from exploring these approaches in a single venue. What indeed can be learned from the venue of Los Angeles, which offers examples of many of the urbanisms described above? The 2006 West Conference invites papers and projects that directly address the topic of urbanism as well as topics that address the conference themes in more oblique ways. For example, how might the practice of building design or interior design form a type of urbanism or a response to urban fabric? How do educators address urbanism within their various studios and seminars? Or, how do other cultural media, film, literature, music contribute to our understanding of the contemporary city? In order to elicit the broadest range of excellent work, the conference is open to all submittals, without a list of preconceived topics, which will be peer-reviewed to determine acceptance and thematic intersections. The list of topics mentioned above should provide interested applicants with a guide to drafting their submittals.”

Held October 12-15, 2006, papers explored landscape urbanism, infrastructural urbanism, environmental urbanism, housing, mediated cities, and Los Angeles as paradigm. Keller Easterling of Yale University gave the keynote address, and the conference concluded with a panel discussion moderated by UCLA's Dana Cuff featuring Teddy Cruz from UCSD, Albert Pope from Rice University, Roger Sherman from UCLA, and Roemer van Toorn from the Berlage Institute in Rotterdam. In addition to drawing international conference participants, a regional audience, and local attention to the school, many conference participants commented on the impressively high rate of student attendance.

Lecture Series

The School of Architecture produces an annual public lecture series that brings audiences from across the region to both Burbank/LA and San Diego. The San Diego lecture series has been particularly distinguished. A complete list of lectures at both locations is included in the appendix.

Exhibitions

In addition to regular studio reviews, end-of-semester studio reviews, and the major, weekend-long, public degree project presentations, Woodbury maintains a modest schedule of exhibitions in Burbank/LA, Hollywood, and San Diego. Attracting mostly an in-house audience, these exhibitions represent an opportunity for bringing much greater visibility, wider audiences, and richer cultural dialog to the university in the future. Recent exhibitions have featured the work of Korea- and Europe-based studios; a survey of Woodbury faculty work ('Mapping Woodbury: 31 Architects'); landscape paintings; analytical photographs and drawings of Brunelleschi's dome; a first annual student end-of-year show; and a "City of the Future" exhibit and roundtable. For more detail, please see the appendix.

Publications

Our faculty's work is shared with the university and the public in two ways predominantly: in the international press at one end of the spectrum, and in low-key in-

house presentations at the other end of the spectrum. In the former category, recent examples include Paulette Singley's *Eating Architecture* (MIT, 2004); Jeanine Centuori's publication *A Public Surface: Finding Space in the Margins* (CCRD 2003) and her work, published extensively in *Metropolis*, *Architecture*, *I.D.*, and as part of a compendium *Design Like You Give a Damn* (Metropolis, 2006); Teddy Cruz's inaugural James Stirling Memorial Lectures on the City in Montreal, New York and London and inclusion in *Young Architects: City Limits* (Princeton Architectural Press, 2002); Jennifer Siegal's work on mobile and prefab structures, published widely, and in her own book, *Mobile: The Art of Portable Architecture* (Princeton Architectural Press, 2002); Ingallil Wahlroos-Ritter's façade design work, featured in exhibitions at the Centre Georges Pompidou, Paris and the LA County Museum of Art (2006); Catherine Herbst's interview of ByongSoo Cho in *C-3 Korea Magazine* (Sept 2004); Norman Millar's critical essays in *C3 Korea Magazine* (Sept 2004) and *Space Magazine* (Oct 2004); and the Rinehart/Herbst cover of *Architect's Journal* (Jan 2006). John Wiley published Nick Roberts' *Places of Worship* in 2004; Nick's account of the design and construction of the Los Angeles Cathedral appeared in the journal *arq* in the same year. In the latter, more home-grown category, Woodbury's adjunct and full-time faculty present ongoing research as part of the lectures, exhibitions, and faculty colloquia on campus. A list of ongoing faculty research projects and related presentations is included in the appendix.

It should be noted, however, that there is a significant gap in this spectrum, that of small, timely pamphlet-like publications of current research projects, which could be in part supported, produced, and marketed/distributed with the help of an in-house Communications Office. No systematic publications program exists as a project of the School of Architecture, a circumstance the faculty strongly desires to rectify with the hiring of a communications director and the staffing and equipping of an in-house Communications Office.

Student Contribution to Governance and Intellectual + Social Life of Institution

Architecture students provide university-wide leadership in a variety of forms. Students from the School of Architecture are regular contributors to the campus-wide publication, *The Wire*. Architecture students serve as fraternity and sorority leaders. Architecture students in San Diego have "Taco Thursdays" and in spring 2007 the Architecture Student Forum in Burbank/LA initiated a "Friday Fix at Six" to serve as a stress-relieving, community-building ritual, aimed primarily at the Architecture School but open to all. Architecture student representatives in attendance at School of Architecture faculty meetings stay informed on university-wide issues, and communicate those issues to the school's student body. There have been student representatives on search committees for new full-time faculty positions since the 2004-05 searches. In the fall of 2007 a group of San Diego students began SOS, Society of Sustainability, inspired by the PBS Home Video series *Design e2*. The purpose of the organization is "to expose students, faculty and the public to the state of our environmental impact and our responsibilities, not just as future architects, but as members of a global society." A cohort of 30-40 students and faculty attended Thursday evening meetings. As a result of this organization a city intervention was organized and a clean-up of the area took place on a Saturday morning. Local news covered the event. SOS has been passed on to underclassmen to carry on its mission.

Public programs initiated and produced by the School of Architecture enhance the life of the university and provide architecture students with opportunities to make contributions to the vitality of the campus culture. Students were instrumental in the conception, design, and production of such recent exhibits as: Mapping Woodbury (faculty show, spring 2006; Hollywood CCRD); Hollywood Confidential Exhibition and Roundtable with LACE (spring 2006, Hollywood); Best Student Work Exhibition of 2006-2007 (Hollywood, May 2007); and Ramon Ramirez: *Postcards from a Shifting Landscape* (spring 2007, Burbank/LA).

Mapping Woodbury, Hollywood Confidential, and the End-of-Year Student exhibition were all coordinated by Ingalill Wahlroos-Ritter.

However, the School of Architecture recognizes that a more systematic communications and public programming effort would provide a greater range of opportunities for student involvement in “quick and dirty” projects – taking an idea from concept to material reality in a short period of time. The faculty has emphatically stated its desire to elevate the number and quality of exhibitions, public programs, and publications, for both an architectural audience and a cross-over audience. Student talent, insight, and initiative will play a major role in that expanded effort.

Contribution of the Institution to the Program in terms of Intellectual Resources: Faculty Opportunities

The university supports the ongoing intellectual, professional, and creative development of faculty within the School of Architecture through its annual Faculty Development Awards, Frankel Awards, Julius Shulman Institute programs and fellowships, its support of sabbatical research projects, and its hosting of annual faculty development workshops.

Annual Faculty Development Awards

The Faculty Development Committee, appointed through the Faculty Senate, grants awards annually. Award recipients present their work the following year at a faculty colloquium and/or exhibition. Recent 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; urban waste harvesting; and the Asian city.

Maxine Frankel Grant Program

Since 2005, \$50,000 a year in grants is available to be split between the architecture and fashion design programs. Of that, \$20,000 is available for faculty development grants, \$20,000 is available for student development and scholarship grants, and \$10,000 is available for honoraria and events. Administered through the Office of University Advancement, funds from the Maxine Frankel Grant Program partially fund the School of Architecture’s lecture series, exhibitions (for example, Ramon Ramirez: *Postcards from a Shifting Landscape*, Burbank/LA, spring 2007), and individual projects, for both students and faculty. Maxine Frankel Faculty Grants have funded faculty work on design proposals, primary research, symposium development, and continuing education. For more detailed descriptions, please refer to the appendix.

Julius Shulman Institute

Named for and supported 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 Julius Shulman Institute at Woodbury University focuses on Shulman’s enduring involvement in the principles of modernism. The institute funds lectures, seminars, tours, and special workshops at elementary, middle, and high schools in the area, as well as at community organizations. The Julius Shulman Institute 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 and named its first fellows.

Administered through the Office of University Advancement, the Julius Shulman Institute funded the Los Angeles: City of the Future Exhibition and roundtable, held at the

Hollywood Facility in conjunction with LACE, winter 2007. The Shulman Institute also partially funded the exhibition, Mapping Woodbury: 31 Architects in spring 2006, coordinated by Ingalill Wahlroos-Ritter. It was at that exhibition of faculty work that the first Shulman Fellows were announced: longtime Woodbury faculty members Teddy Cruz (San Diego) and Jennifer Siegal (Burbank/LA). The fellowships are intended to support Cruz and Siegal's innovative approaches to architecture by lecturing, teaching and furthering their areas of research in the trans-border region and mobile design, respectively.

Sabbaticals

Faculty members may apply to the Faculty Personnel Committee for sabbaticals after six years of service. Sabbaticals are granted for the purpose of fostering the on-going contribution of faculty to their professions. The awards acknowledge faculty who have displayed exemplary service and whose proposals promise the greatest contributions to their field. Recent sabbatical projects include continuing education in land use; photographic research; and manuscript preparation. For a complete description of recent sabbatical projects, please refer to the appendix.

Contribution of the Institution to the Program in terms of Intellectual Resources: Student Opportunities

The university offers opportunities for the ongoing intellectual and creative development of architecture students through funding on-campus design/build competitions such as the I-Scape Design Competition and funding of student-initiated projects through the Maxine Frankel Student Grant Program.

Funded through the Office of University Advancement by the Enkeboll Foundation for the Arts and Architecture, the Woodbury University Library Associates, and the Maxine Frankel Faculty/Student Awards, the goal of the I-Scape competition was to create an outdoor extension of the library that inspires learning, provides flexible space for group study, classes, events and gatherings, and supports the use of current and evolving technologies for teaching and learning. Design teams and faculty advisors were drawn from architecture and interior architecture. The project is currently entering its construction phase.

Maxine Frankel Student Grants, administered by the Office of University Advancement, have funded student undertakings ranging from outdoor furniture design to research-related travel in Asia, Europe, and the Middle East. For a complete list of Frankel Grants to students, please see the appendix.

Contribution of the Institution to the Program in terms of Personnel

The university provides to San Diego one full-time administrative director, Debra Abel, and one full-time administrative assistant, Viola Samson, for Debra Abel, one full-time director of Information Technology and one full-time director of admissions, Cynthia Short.

The university provides the School of Architecture with one half-time administrative coordinator in Burbank/LA, Kris Christ, one dedicated full-time administrative assistant in Burbank/LA, Galina Kraus, and one half-time administrative assistant in Burbank/LA, Terry La Source, and one half-time administrative assistant in San Diego, Yesica Guerra.

The university recently funded a new part-time School of Architecture Development and Alumni Relations Officer position held by Jay Nickels.

The School of Architecture is striving to obtain university support for a director of the new Communications Office, responsible for expanding and improving the School of

Architecture's presence on the web, in print, and in local, national, and international markets.

The School of Architecture is also working to obtain university support for new counseling and student support services in San Diego, as well as a second full-time dedicated administrative assistant in Burbank/LA.

The School of Architecture is striving to add at least one new full-time faculty member per year until an appropriate ratio of FTE students to full-time faculty is attained.

3.1.2 Architectural Education and the Students

Woodbury School of Architecture actively supports its students in assuming leadership roles within the school and within the profession.

Student leadership within the school

Within the school, students are involved at a variety of levels of governance and self-governance. Students have representation at every faculty meeting, where input from the student representative is always actively solicited. Students participated fully in the recent faculty searches for full-time appointments in Burbank/LA (2005) and San Diego (2007). Student input was systematically gathered via questionnaires and structured in-class discussions by studio faculty for the purpose of shaping the new Studio Culture Policy (2006 + 2007), a policy that was then reviewed, revised, and ratified by the Architecture Student Forum.

In addition to participating actively in the university-wide Associated Student Government, in the last four years architecture students have initiated, developed, and brought into formal existence the Architecture Student Forum. The mission of the ASF is to promote community among the students; represent students to the architecture faculty in matters of policy; and serve as a conduit for informed communications between students, and between students and faculty. There are two chapters of the Architecture Student Forum; the first was created in San Diego and was then adopted in Burbank/LA. Chairs of both chapters of the ASF attend faculty meetings on a regular basis at both facilities.

Woodbury chapters of the AIAS (American Institute of Architecture Students) and CLEA (Congress of Latin-American Students of Architecture) have organized national and international student trips. Our two AIAS chapters, one in San Diego and one in Burbank/LA, regularly attend the AIAS Forum and Grassroots, and our CLEA students are active participants in annual ELEA (Encounter of Latin-American Students of Architecture) events. While CLEA participation has revived in recent years, AIAS participation has declined. It is our hope that the Architecture Student Forum will re-open discussion of and increase interest in AIAS involvement in 2007-2008.

Setting Collective Learning Agendas

Annual traditions at Woodbury that honor the leadership of the student voice include the Grand Critique and the Schindler Debate. The Grand Critique, held both in San Diego and Burbank/LA, features the work of three top fourth-year students at each location – one determined by highest GPA, one chosen by the faculty, and one chosen by the students as representing the highest standards of excellence at the school. At the event, the students present selected work to the entire school community and their work serves as a catalyst for a wide-ranging discussion of curricular strengths and weaknesses, and future directions for the school and the profession. At the annual Schindler Debate held at Schindler's King's Road House in West Hollywood, students host and lead an informal discussion on a topic of their choice; recent years' topics have ranged from internal

concerns, such as admissions standards and class size, to larger issues germane to academic and professional discourse.

Among the recurring themes of the Grand Critique in recent years has been the emphasis students have placed on their travel-away experiences. Study semesters in Europe, Asia, Latin America, and the Southwestern US have been repeatedly cited as catalyzing learning experiences. That message from the students has registered clearly with not only the School of Architecture but the university. From faculty retreats to the school-wide Travel/Study showcase event, broad consensus emerged throughout the planning discussions of 2006-2007 that dislocation is radically transformative and a major component of the Woodbury experience.

At the 2007 Schindler Debate, students set the agenda indeed. Their concerns were less about discourse or pedagogy; they gamely tolerated the faculty-suggested topic of “post-criticality” only to jettison it in favor of what was really on their minds: the nuts and bolts of their education. In the words of the Architecture Student Forum president, students were there to call attention, in an open and trusting off-campus atmosphere, to the following: “students and professors adhering to the time allotted and scheduled for each studio, the unfairness of passing student-perceived low- or un-achievers, our appreciation for the student-professor relationship at Woodbury, wasted time in studio derived from erroneous or impractical scales for models and drawings or ‘busy work’ that doesn't contribute to the final product, and the [perceived] process of recruiting students based on meeting a quota (open enrollment) versus a process of selection based on [merit-based] criteria.” These discussions correspond with and are critical to focusing the faculty and administration's work on class size, admissions standards, and studio culture. The students expect the school and the university to be accountable to their concerns, and indeed the self-assessments conducted by faculty and their most prominent areas of concern align closely with this student assessment.

Through this combination of formal and informal, annual and weekly, ritualistic and bureaucratic patterns of student-faculty dialog, Woodbury students actively shape – perhaps more than they are aware – the school's collective learning agenda.

In considering the students role in the “setting of a collective learning agenda,” it is also important to look at the moment in the curriculum when each student is given greater autonomy in articulating his or her own architectural destiny: the onset of fifth year. In 5A, and during the summer preceding it, students place intense emphasis on Professional Practice II: Pre-Design, as an opportunity to articulate their central preoccupations – whether formal, technological, programmatic, or contextual – and to develop appropriate methods for driving those preoccupations through to a rigorous design in 5B: Degree Project. While these two semesters could be seen as devoted to setting individual rather than collective learning agendas, the faculty tend to look not only at the internal strengths and weaknesses of individual projects, but at overall trends and directions the student work takes during the fifth year arc. By looking at the fifth-year studio's most concentrated areas of interest – in recent years, a high number of projects devoted to infrastructure, as just one example – the faculty, reflectively, sees the fifth year as agenda-setting. This act of reflection on fifth year's student-set agenda(s) – the faculty actively gauging future directions of the field and the program as expressed through the interests of our most advanced students and at the same time evaluating the program's critical blind spots – is rich fodder for curricular debate, if not entirely systematic (it is in part undermined by the end of the academic year and the summer diasporas).

Embracing Cultural Differences

A program as ethnically diverse as Woodbury's provides an environment that must embrace cultural differences at all times. Are students encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves? In a setting where the student body is 42% Hispanic, 13% Asian-American, 12% Armenian-American, 25% Caucasian, with smaller numbers of African Americans and students of Middle Eastern descent, exposure to "difference" is a matter of course, and respect for "difference" is basic to our school's norms and expectations.

Woodbury's faculty prides itself on embracing the students' cultural diversity and, above all, the challenges of academic diversity that come with cultural diversity. Our students, many of them first-generation Americans and first-generation college students, arrive very unevenly prepared for undergraduate work. At a recent faculty retreat, faculty members reflected on the particular frustrations and delights peculiar to teaching at Woodbury. At work was a principle all in the room recognized: Paulette Singley named it simply "the Woodbury Miracle". It might be described as the alchemical combination of acknowledging the students' diverse academic backgrounds; the ability and willingness of the faculty to meet students wherever they are on their academic path; the recognition of the richness of each student's life experience as valid and vital, if not complete, preparation for critical action in the field; the utter lack of condescension in the architecture faculty's approach to serious work; and a confidence that by the end of their five years, the majority of students have found a clear voice for articulating their goals and the appropriate skills for realizing them. The point is that Woodbury would not be Woodbury without difference. The faculty who choose to teach here recognize and, to an extent, relish the challenges of handling it. The faculty's approach in the classroom models the intellectual and behavioral expectations at the basis of the program's culture, student-to-student and faculty-to-student: mutual respect.

Within that climate of mutual respect, distinct cultural identity flourishes. Every year, the Armenian architecture students at the Burbank/LA facility conceive, organize, design, and install a public act of remembrance of the Armenian genocide. Female students have initiated an organization, Towards a Balanced Architecture, advised by faculty member Jeanine Centuori, that aspires to a more holistic approach to "excellence" in the studio. Latino students are highly active in CLEA USA, an affiliate and official representative of the Coordinadora Latinoamericana de Estudiantes de Arquitectura, in existence since 1983. Represented by more than 200 universities in 15 countries, CLEA promotes academic dialog between architecture students throughout the Americas. CLEA's main vehicle for such dialog is the annual Encounter of Latin American Students of Architecture, ELEA, a 9-day-long student conference that is held every year in a different country and attended by 1,500 to 2,000 students of architecture from the Caribbean region, including Colombia, Venezuela, all of Central America and Mexico, and including the U.S., Puerto Rico, Dominican Republic and Cuba.

Woodbury's student representatives to CLEA have been actively involved in establishing the USA's presence with the CLEA Coordinadora, or planning committee. After a passionate beginning under the leadership of faculty member Guillermo Honles, followed by several years of lackluster student initiative, Woodbury students are again poised to reestablish a strong connection to Latin American academic circles via this large and well-organized student organization. As one result of that strengthened student leadership, associate professor Gerard Smulevich has been invited to be a keynote speaker at the XXIV ELEA Conference in San Salvador in October 2007.

Is there a complete absence of hostility, ignorance, or harmful stereotyping between students of various ethnic backgrounds at Woodbury? No. In May 2007, as an example,

a Turkish student's site model was urinated on anonymously, with particular focus on a mosque. Such an incident is horrifying to the faculty, to the university community and to the great majority of students. In this case, both Norman Millar and University President Nielsen publicly condemned the incident quickly and passionately, though no student was ultimately held accountable. We see the incident as essentially anomalous, but we recognize that with great diversity and rapidly increasing enrollment comes great pressure to vigilantly maintain the background fabric of civility. We welcome the ritual of introducing and maintaining our new Studio Culture Policy as one instrument of that civility.

Access to national and international context of practice:

Students test their ideas about the world and their ideas about architecture's role in it in a wide array of experiences outside the classroom. On campus, instructors lead teams of students to compete in national and international design competitions, such as the annual ACSA Steel Competition (which Woodbury students have won or placed in the top three finalists for the last seven years) and the Popular Science Emerging Technologies/ Developing Nations competition. Woodbury Director of International Studies Sebastian Zacharia, formerly a United Nations ambassador to Somalia and a UNDP officer for Asia and the Pacific, leads discussions on the challenges of globalization. A third-year architecture student at Woodbury University's San Diego campus was chosen to participate in the Tijuana Pacific Rim Park, one of six students chosen to participate from the U.S. The Tijuana Pacific Rim Park will be the fourth park linking San Diego with its sister cities around the Pacific Rim. Like the previous projects in Vladivostok, Russia, Yantai, China and San Diego, the Tijuana Pacific Rim Park will be created and built by architecture students from around the Pacific Rim, working to transcend their language and cultural differences. Twenty architecture students from Mexico, Russia, China and the U.S. gathered for an intensive one-month design/build experience in Tijuana. Jorge Jauregui, an architect and urban designer who has been working in the favelas or shanty towns of Rio de Janeiro for the last 10 years, presented the Favela-Barrio Project to architecture students anticipating summer study in Rio.

Off-campus, Woodbury architecture students travel both as part of organized coursework and also for independent research purposes. In fall 2006, degree project students undertook international site research on their own in Jerusalem, Istanbul, Ahmedabad, and Hong Kong. In June 2007, two architecture students traveled to the United Nations' headquarters in New York to participate in a Global Forum on Environment. On odd years, approximately 40 students travel with Guillermo Honles and Dave Maynard to San Jose, Costa Rica to attend the Mundaneum International Conference on Architecture. On even years, Guillermo and Dave lead focused study trips to Chile or Brazil. Every year, a group of students travels with Hadley and Peter Arnold throughout the desert southwest, studying water infrastructure and city shape in a variety of eras and cultures. Summer study in Barcelona and Paris has been offered at Woodbury since 1997, Berlin was added in 2004, Rome and Nanjing, China were added in 2006. In 2004 there was a one-time summer program in Korea and Japan. In the fall of 2007, four architecture students will attend a joint semester-long program between Korea's Yonsii University and Woodbury University, and in spring 2008 Woodbury students will spend a semester at the University of Applied Sciences in Düsseldorf, Germany in a student exchange program initiated in 2007.

To focus more specifically on the Summer Traveling Studio:

A studio offered in Europe and China every year provides students and faculty with full immersion in multiple urban environments. Choosing from a list of cities that includes Paris, Barcelona, Berlin, Rome, and Nanjing, students live in two cities for four weeks each. The course is designed to allow everyday activities and routines to complement

academic coursework and fieldwork in an integrated, holistic learning experience. Neither an attempt to survey as many cities as possible, nor a prolonged investigation of a single city and culture, the Woodbury summer abroad course has focused on a middle way: one month at a time over two months, getting to know two key cities well.

As an upper-division studio, the course is designed to challenge students entering their fifth or fourth year with competing paradigms for addressing the challenges of globalization, multinational capital, population explosion, and rapid modernization. The course also exposes students to some of the world's oldest city centers and their rich texts of historical layering, adaptation, and retrofitting of existing urban cores. Confronting tensions between modernization and historical centers, generic urbanism versus regionalism, population increase versus population shrinkage, and Eastern versus Western approaches to urbanity, students hone their critical skills in reading and responding to urban form.

Led by Nick Roberts and Gerard Smulevich along with a team of rotating faculty that has recently included Paulette Singley, Paul Groh, Ingalill Wahlroos-Ritter, Roland Wahlroos-Ritter, and Aaron Whelton, the studio operates as an urban laboratory, attempting to establish a relationship between traditional cities with long accumulated histories, and the challenges of globalization confronting the 21st century city. Instructors emphasize a design approach that requires students to search for a reconciliation between fact-based research (data) and interpretative analytical frameworks (narratives). Nick Roberts and Gerry Smulevich contend that, "As populations, economies and technologies shift, migrate, and redefine cities as places to live, work, and experience culture, the urban fabric itself mutates, redistributes, and blends in ways that cannot be predicted by simple observation. It becomes essential that factual, quantifiable information be harvested, organized and formatted with the goal of offering arguments for the redefinition of an evolving urban fabric. At the same time, certain spatial, programmatic and experiential qualities that also define city life must be employed as a continuum or 'ideological datum', branding the body of research, requiring students to develop a keen sense of observation and the ability to map and document their impressions."

Preparation for the summer studio begins in Los Angeles, where San Diego and Burbank/LA students work closely in intensive preparation sessions with their instructors. (Indeed, study abroad is one of the areas the Burbank/LA and San Diego communities work most closely, traveling between the two locations for joint lectures and studio reviews). Instructional processes shared across the studio in multiple locations include data mining, various forms of documentary field work, and mapping. In addition to extensive quantitative analysis of data, students use drawing, photography, video, audio recording, casting, imprinting, and embossing as tools of discovery and interpretation. Students work on urban design proposals at a variety of scales, and propose schematic architectural interventions within them.

Through intense academic focus, carefully crafted site visits and field work, and the concentrated experience of sharing ideas and observations with a close-knit group of colleagues, students advance their critical skills in reading and responding to the contemporary city. The studio has served as a rich, pivotal experience for many students on the threshold of their independent research-based fifth year. Student work from the Summer Traveling Studio is always displayed, celebrated, and discussed as an annual fall term exhibition.

During the traveling China studio, based in Nanjing and led by Nick Roberts, Woodbury students from both San Diego and Burbank/LA work side-by-side with Chinese students at Southeast University who are at the same academic level, but are separated by vast differences in values, expectations, and modes of communication, giving all participating students invaluable training for future global practice.

The studio brings the students face to face with the challenges facing the 21st-century city in their most extreme form: environmental, economic and social sustainability, transportation, housing, hyper-density, the informal sector, and rapid urbanization of migrant populations. Students see first-hand how China is addressing these issues, often with the benefit of experience from American and European practitioners.

The studio structure also prepares students for contemporary architectural practice by allowing them to work in groups. Carefully choreographed, this experience allows each student to lead, to follow, and to fundamentally understand what clear communication and teamwork can accomplish

The studio introduces students to a long-lived non-western society, with a rich history of art, architecture, music, and literature. They study at first hand, with the help of Chinese scholars, the greatest monuments of ancient Chinese architecture and landscape including the Forbidden City, the Great Wall, the Summer Palace in Beijing, and the gardens of Suzhou.

Students are also exposed to outstanding examples of new work by international architects such as Rem Koolhaas's CCTV Building, Herzog & de Meuron's Olympic Stadium, and the Water Cube in the Olympic Park by PTW. They meet and hear presentations from representatives of international design firms, as well as upcoming Chinese architects.

The China experience affects the students deeply; in their subsequent degree project studio they bring a noticeably broad and fresh perspective to the discussion of global issues. Secondly, because the China studio requires each team of students to develop their own proposal based on focused research, the students become skilled at evaluating data and developing a critical position. The connections made between Chinese philosophy, language, and architecture spark new design ideas in the students' projects. And finally, experiencing the new architecture in China first-hand makes a huge and personal impression: one of the students remarked that the experience of being inside the new Olympic Stadium gave him a renewed sense of excitement about architecture.

It is perhaps in these traveling studios, as well as in certain advanced topic studios, that students encounter and engage the work of the allied design disciplines most closely. Europe, China, Latin America, and Western American urbanisms all offer strong possibilities for re-thinking city form and anticipating Southern California's urban future. An intensive, immersion-based introduction to urban design, infrastructural engineering, and landscape architecture form significant portions of the travel-away alternatives.

Complete Faculty List with License to Practice Information

Last Name	First Name	License	Notes
Arnold	Hadley		
Arnold	Peter		
Bertheaud	Stan		Louisiana (currently lapsed)
Bharne	Vinayak		Licensed Architect in India
Boomhower	Matthew	yes	CA, No. C-30712
Bosshart	Philipp		(NCARB) in progress
Bunting	Glenn D.	yes	CA, No. C 19784
Burke	Siobhan A		
Cantley	Bryan W		
Centouri	Jeanine	yes	CA, NY
Chan	Jacob		
Chow	M. Mina	yes	NY
Coggeshall	Josh		
Colkitt	Nathan	yes	CA#C-30724; AZ# 44614; NCARB#Cert 63073
Crockett	Cameron		
Cuellar	Adriana		
Dietz	Andrea		
Durfee	Timothy C		
Forster	Deborah		
Freeland	David		
Georgescu	Daniela		
Glazebrook	Scott	yes	CA, C31006
Gomez-Chessum	Ines	yes	CA
Groh	Paul		
Hale	Gregory		
Herbst	Catherine	yes	CA, C27295
Heusner	John		
Honles	Guillermo	yes	C 24928
Jacobs	Mike	yes	CA, C-29962; NY 028351-1
Jubany	Helena	yes	CA, 22214
Kerr	Robert	yes	CA, GA
Kim	Jeffrey		
Kim	Su M		
Leclerc	Gustavo		
Linton	Jonathan	yes	CA
Liptak	Victoria M		
Locke	Nicholas		
Loomis	Alan		
Mariscal	Sebastian	yes	FL, AR 12786
Maynard	David	yes	CA, C-25765
McDonald	Michael	yes	CA, C30494
Medina	Salvador		
Millar	Norman	yes	Hawaii, AR 6549; CA, C-15826; WA, 4124
Molina	Louis		
Moossaian	Melanie		
Mussel	Judith-Karoline		Licensed in Germany
Neubert	Aaron	yes	CA, C-29005
Nickles	Jay W	yes	CA, C-6012

Owen	Mark		
Ozorno	Jorge		
Peralta	Rene		
Perez	Hector		
Porush	Theodore		
Puzio	Christopher		
			in process;completed all NCARB examinations
Ra	Philip		
Ralph	Andy		
Ramirez	Ramon		
Renger	Jeana	yes	CA, C-29512
Rinehart	Todd		
Roberts	Nicholas	yes	CA, UK
Roesling	Ralph	yes	CA, C-10987
Rosenblum	Alan		
Rosenstein	Steve		
Rowley	Sheila M	yes	FL, AR 12786
Rudolph	Rebecca	yes	CA, 29756
Russell	Lloyd	yes	CA, C-26780
Samuels	Linda	yes	North Carolina; NCARB Cert.
Sanchez	Marcos		
Schafer	David		
Schafer	Orapun		
Segal	Jonathan	yes	CA, C-9228
Selah	Gerald		
Seligmann	Ari		ARE in progress in California
Seltzer	Richard		CA Certified Interior Designer, C.I.D. #4458
Sharif	Mohamed		in progress, passed 4 examinations
Shoraka	Koje		
Simmonds	Peter		
Singley	Paulette		
Smith	Ted	yes	CA
Smulevich	Gerard	yes	CA
Southern	John		
Stroop	Vincent		
Suarez	Primitivo		
Thierhoff	Ruedifer		
Uriu	Scott	yes	CA, C 29372
Wagner	Warren	yes	CA, 19875
Wahlroos-Ritter	Ingallil	yes	CA, NY
Wahlroos-Ritter	Roland		Registered Architect, S.B.A. Netherlands
Whelton	Aaron		
White	Emily		
Willamson	Christian		
Yeh	Yi-Hsiu	yes	CA, C 30723
Zavolta	Giulio		

3.1.3 Architectural Education and Registration

School of Architecture relationship with the state registration board

Woodbury School of Architecture maintains a strong relationship with the California Architecture Licensing Board. Each year, Woodbury sends one representative to the Licensing Board's meeting on architectural education. In alternate years, Woodbury School of Architecture has hosted that meeting on campus, in Hensel Hall. While the Woodbury School of Architecture is among the youngest of California's architecture schools, and therefore has among the fewest graduates with licenses, Norman Millar has maintained an active involvement in the statewide discussion of the relationship of licensure to education. San Diego opens its facilities to the Council of Design Professionals for their monthly meetings.

Student understanding of responsibility for professional conduct

Woodbury's three-semester professional practice sequence, undertaken in the 2nd and 5th year, is designed to provide students with a full understanding of their responsibility for professional conduct. In AR 250 *Professional Practice I: Documentation and Codes*, students are introduced to legal codes and regulations that affect architecture and influence design, including those on energy, accessibility, egress and life-safety. AR 448 *Professional Practice 2: Research and Pre-Design* focuses on theory and techniques for analyzing and integrating design methodologies, client or user needs, and site conditions into criteria for preparing for an architectural project. Students research and develop a theoretical and practical context for their final degree project. In AR 450 *Professional Practice 3: Documents and Project Administration*, students study design delivery and project and firm management, including understanding the client role in architecture, program preparation and analysis of documents, services, professional contracts and fees, project budget and cost estimating, global markets, and professional ethics.

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

The requirements for licensure, including the IDP, are discussed extensively in Woodbury's three-semester professional practice sequence. Additionally, faculty member Nick Roberts serves as Woodbury's IDP representative, meeting with the 4th and 5th year students every year. Nick and the students discuss the ways that in-service education complements academic education. Students understand that after three years at an accredited school like Woodbury, they are entitled to start accruing hours for the IDP. Nick provides the CAB brochures and the IDP forms, instructs students on how to open an IDP file, and answers questions about which offices qualify for the IDP, what is the difference between Woodbury's and the IDP internship requirements, etc.

Sound preparation for the transition to internship and licensure.

Woodbury architecture students 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 for full-time employment after graduation. Prior to receiving their degree, students are required to have 300 hours of paid work experience in an architectural office or the office of an approved allied professional. Most students complete this work after their third year, often working part-time during the regular semesters. In order to count toward their IDP, the students' work experience must come after three years at an accredited school of architecture. This means that for many of our transfer students, it is only after their fourth or fifth year at Woodbury that the experience can be counted. In a few cases the work is completed after the fifth year. For a large number of students this experience leads to a job offer upon graduation.

Exposure of students to continuing education beyond graduation

Woodbury is also a host for continuing education classes that help students to prepare for the license exams. These are advertised on campus and through the AIA's website and mailings.

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

Through an extensive alumni survey, the School of Architecture has collected data from graduates, including where they are in the licensing process and the extent and nature of their continuing education beyond graduation. From our survey sample we are able to determine that roughly 6% of our graduates responding have achieved licensure. Of our responding alumni sample, most graduated within the past few years and 89% of those who have not yet attained licensure intend to become a licensed architect. Nineteen percent of the alumni respondent sample have gone on to graduate school, and another 45% plan to attend in the future.

Information provided by the California Architecture Licensing Board from 2004, 2005, and 2006 shows a 43% pass rate among those of our graduates testing, which is below the average pass rates for California schools. Since it is difficult to identify when those testing from 2004-2006 graduated from the program, it is also difficult to determine the influences of improvements to the curriculum in the past accreditation term. For those failing in their attempt to pass the exam during this time period, the largest impediment seems to be passing the Mechanical and Electrical portion. The highest pass rates are in Lateral Forces. The following are the combined pass rates of Woodbury graduates who tested in 2004, 2005, and 2006 in descending order:

Lateral Forces	52%	27 tested	14 passed
Site Planning	51%	39 tested	20 passed
General Structures	50%	38 tested	19 passed
Building Technology	47%	30 tested	14 passed
Construction Documents	46%	59 tested	27 passed
Pre-Design	46%	54 tested	25 passed
Building Planning	44%	38 tested	17 passed
Materials and Methods	39%	98 tested	38 passed
Mechanical and Electrical	26%	46 tested	12 passed

The chairperson of a local state-run B.Arch program whose pass rates are also below the average for California schools believes that the diverse makeup of our graduates reflects a demography that is not as predisposed to test-taking as the upper middle class graduates from other programs in the state. Studies have shown that students' Socio Economic Status (SES) affects their SAT scores. Most students with SAT scores of 1200 or above come from a household that earns over \$100,000 and has college-educated parents. Since a high number of our students are first-generation college students, it may be reasonable to assume that their SES influences their tendency to seek or achieve licensure.

The two main theories of why such a low percentage of our graduates even attempt to take the licensing exam are first, that many are determined to wait until after they attend graduate school, and second, they are busy in their jobs and families, so taking the time to prepare for the exam is a low priority.

Clearly an effort needs to be made in coming years to 1) increase the number of our graduates who take the exam and 2) increase the pass rates of those who do by providing improved teaching and curricular development, and providing post-graduate refresher courses prior to their testing.

3.1.4 Architectural Education and the Profession

Preparation of students to practice and assume new responsibilities in context of increasing cultural diversity

Because Woodbury is a minority-serving institution in a highly diverse cosmopolitan setting, cultural diversity is the normative experience for study, teaching, and practice at Woodbury. Woodbury architecture students are well adapted to lives and practices that embrace cultural diversity because they know little of the opposite, a climate of homogeneity or insularity. Set as it is within the explosive diversity of Southern California, the Woodbury architecture program provides its students with a strong liberal arts foundation, issues-oriented design curriculum, emphasis on critical thinking and writing skills, and ample technical skill set. Our students are poised to compete in the workforce and critically engage many forms of social, economic, and professional change -- cultural diversity one form of change among many.

Preparation of students to practice and assume new responsibilities in context of changing client and regulatory demands

One of the five principal strands to the Woodbury design curriculum is professionalism, or the ability to manage, argue, and act legally, ethically, and critically in society and the environment.

While the emphasis on issues-oriented design studios and the development of critical thinking and writing skills throughout the program prepare students for practices and leadership roles that are informed and collaborative, several elements of the program tackle professionalism within the context of client relations and regulatory constraints head-on. It is, for example, the central purpose of the professional practice seminars, a sequence consisting of AR 250 *Professional Practice 1: Documentation & Codes*; AR 448 *Professional Practice 2: Research and Pre-Design*; and AR 450 *Professional Practice 3: Documents & Project Administration*. In Professional Practice 1, students review legal codes and regulations that affect architecture and influence design, including a study of energy, accessibility, egress and life-safety laws. Students develop project documentation based on local codes, with an emphasis on technical documentation, drawing format organization and outline specifications. In Professional Practice 2, students are introduced to 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 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. The demands of the client and the constraints of changing, or outdated, codes are of course a principal basis for thoughtful programming, site design, and form-making throughout the degree project. In Professional Practice 3, 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. An elective seminar, AR 458 *Real Estate Development*, presents an overview of the real estate development process and the functions of the key participants. The course focuses on the integration of project feasibility, financing and marketing with building design.

Design that explicitly engages real clients and programs within changing regulatory demands is tested in advanced topics studios such as Julio Zavolta's Small-Lot Ordinance Studio (Fall 2006); Hadley and Peter Arnold's Dry Studio (Summer 2004: Livable Places High Density Live/Work Competition; Summer 2006: Clean Industry in the San Fernando Valley, in conjunction with the SFV AIA; and Summer 2007: Carbon-Neutral Community Design in the Embudo/Dixon Watershed, New Mexico); and Jeanine Centuori's ongoing

real estate development design studios, working with clients in the private and public sector throughout the city.

The Center for Community Research and Design (CCRD) in Hollywood, with a mission to engage and sustain the diverse culture of the Los Angeles region through collaboration, research, and design, offers further opportunities for students and faculty to extend the professional learning atmosphere into the city itself. The CCRD's community-based focus is intended to help students develop awareness and direct participation in the urban issues, practices and places that define the city.

Program engagement with the professional community in the life of the school

Woodbury enjoys a vital and high-profile role in the regional professional context, due not only to reputation and locale and a lively flow of visiting critics, but also to the school's ongoing and deliberate maintenance of relationships with local chapters of the AIA. Woodbury is recognized as doing good work by each of the AIA chapters in the region.

As director, Norman Millar sits – *ex officio* – on the Board of the Los Angeles Chapter of the AIA. In the 2007 2x8: *VERT* competition sponsored by the Los Angeles Chapter of the AIA, a Woodbury student placed first, competing against students representing seventeen California schools of architecture.

Woodbury students were awarded 2007 Jean Roth Driskoll scholarships from the Pasadena AIA, competing against students from UCLA, USC, SCI-Arc, and Pomona.

Woodbury students have been recognized in 2006 and 2007 with Sustainable Design scholarships from the San Fernando Valley AIA. The San Fernando Valley AIA and the San Fernando Valley Economic Alliance sponsored design research in the Summer Dry Studio in 2006, focusing the studio's efforts on the development of clean industry in the northeast valley.

Joel Jaffe, a President's Executive Council member and an architect active in the SFV AIA, is actively seeking to encourage engagement between the students of Woodbury University and the architectural profession, in particular the San Fernando Valley Chapter of the AIA. Mr. Jaffe initiated a program in 2007 that grants scholarships to deserving students selected through a jury that reviews the students' design portfolios. As part of the condition for receiving these scholarships, the students will give a presentation of their work at a dinner honoring them. Mr. Jaffe is working with each of the scholarship winners on their presentations, helping the students hone and refine their presentations to make them appropriate for a professional audience.

Woodbury architecture students are regular recipients of Mel Ferris Scholarships from the AIA California Council. In 2007, Ricky Hele of the Burbank/LA campus and Jonathan Heckert of the San Diego campus each were awarded Mel Ferris Scholarships by the California Council.

Lest this appear to be mere local attention paid to a beloved hometown team, it is important to point out that Woodbury students are highly competitive at the national level as well:

- Three Woodbury students took prizes (first, second, and third in two categories) in the 2007 ACSA Steel Competition, marking the seventh consecutive year that Woodbury has won or placed in the national design competition;
- Woodbury students have been accepted to and/or are currently enrolled in graduate programs at Harvard, MIT, Columbia, Penn, Syracuse, UCLA, and USC.

Student awareness of need to advance knowledge of architecture through a lifetime of practice and research

How do Woodbury students gain “an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research”? Two ways, principally: a research-based final degree project, and research-based role models on the faculty.

Students are introduced to the joys and rigors of devising a research-based critical approach to architecture throughout the program, but particularly so during the fifth-year professional practice: pre-design and final degree project sequence. At its best, the fifth-year sequence affords students an opportunity to conduct both an outward survey of the field – a systematic inventory of heroes, mentors, case studies, models, methods, and monsters, at home and abroad – and equally, an opportunity to delve deeply into understanding their inner inclinations. The result is a balancing act, a struggle not only to make themselves appear relevant within the discipline, but a desire to satisfy a radical insistence on authenticity of voice, an insistence that is the hallmark of their generation. Out of this struggle to articulate a purpose for themselves and a project that embodies it effectively, architecture as mere skilled service-provision falls to the wayside, at least for a time.

Whether or not this fifth-year moment of research-based radical critique and independent spirit can be sustained in the face of student loan debt, family obligations or cultural expectations after graduation, it is a powerful moment to witness in the education of an architect, and is perhaps part of what we think of as that Woodbury miracle.

If we hope to sustain some of these independent-spirited, research-based critical approaches to architecture, it is because most of us on the faculty have struggled to do so ourselves. The full-time and adjunct faculty at Woodbury are practicing, research-based architects and designers with idea-driven practices, often incorporating diverse disciplines and embracing collaborative roles. As examples, Norman Millar was part of a groundbreaking generation of “everyday urbanists” in Los Angeles, a generation whose practical, theoretical, and academic work focused on populist strategies for reoccupying overlooked landscapes and marginal urban spaces. Jeanine Centuori’s practice is largely rooted in an investigation of the possibilities of public art and the public landscape, a preoccupation that shapes a large part of her contribution to the Woodbury curriculum; Catherine Herbst is similarly invested, professionally and academically, in quality civic space. Ingalill Wahlroos-Ritter’s interest lies in investigations of materiality as carrier of potential form, function, meaning, program and appropriation. 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 an architect. Mark Owen, adjunct faculty and Woodbury graduate, focuses on advanced technologies of representation. Shulman Institute Fellow Teddy Cruz integrates theory, practice and advocacy along the bi-national border region. Vic Liptak’s teaching is informed by research on the impact of urbanization on Turkish vernacular dwelling. Paul Groh, Peter Arnold, and Gerry Smulevich are all 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. Building on Peter Arnold’s photographic documentation of the infrastructural landscape, Hadley Arnold’s work and teaching focus on the relationship between water and urban form, and architecture’s role in reshaping that relationship. John Southern is a frequent writer on urban issues. 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 and screenwriting.

These examples and others serve as strong role models for the “need” – again, at Woodbury, a norm for both adjunct and full-time faculty – to advance the field of architecture beyond mere professional service-provision through a lifetime of practice and research grounded in critical ideas, diverse and collaborative roles crossing over disciplines, and an expanding knowledge base.

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.

Development of student reconciliation of conflicts between architects’ obligations to clients and public and demands of the creative enterprise

Since 1999, Norman Millar has used Winona LaDuke's phrase to succinctly describe the informal mission of the School of Architecture: “Build the Right Thing.” Neither Norman’s nor Woodbury’s approach to “right” is doctrinaire. It is utterly process-based, insisting from the first year through the fifth 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. Sharpened by debate, the motto has evolved to include not only building the right thing, but at times, self-consciously, necessarily, and unceremoniously, building the wrong thing. In other words, the student’s ability to articulate a tension or contradiction between the demands of 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 “conflict” 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 demanding the written statement of critical intent in all projects, Woodbury locates the creative enterprise fundamentally in a process of reconciliation, and allows the faculty to measure the only thing that matters: the student’s ability to formulate and align their vision of form and matter with their unique critical observations and stated intentions.

Student acquisition of ethics for upholding the integrity of the profession

Ethics at Woodbury are taught at any number of levels. They are instilled, we hope and believe, in the 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 to be modeled by the faculty and expected from the students at all times. One of the five principal strands to the Woodbury design curriculum is professionalism, or the ability to manage, argue, and act legally, ethically, and critically in society and the environment. How that looks in the classroom is spelled out in the new Studio Culture Policy. The professionalism, or integrity of process, with which students conduct themselves in class is also part of their grade (and with which faculty conduct themselves, part of their evaluations). The “integrity of the profession” in terms of legalistic ethics is taught in the professional practice sequence: the obligations (and rewards) of responsible and precise adherence to contracts and codes. Architecturally, the ethic of integrating and aligning, indeed maximizing, performance with critical and aesthetic intent is crucial to faculty evaluation of student work, and, in time, to the student’s growing ability to critique, measure, and evaluate the integrity of their own work. The “integrity of the profession” in terms of the larger tradition of architect as fully-integrated provider of social critique, environmental leadership, and aesthetic excellence is fundamental to all levels of the Woodbury architecture curriculum. In fall of 2006 Victoria Beach lectured on the subject of ethics. Her classification system of PRO, JOE and SCHMOE ethics generated the liveliest debate of any lecturer. Her discussion of ethics and responsibility was pivotal in Stan Bertheaud’s decision to stand for election to the Oceanside Planning Commission.

3.1.5 Architectural Education and Society

Throughout Woodbury's architecture program, direct engagement with social and environmental challenges is seen as foundational to intelligent, effective, and relevant architecture. Questions of sustainability – social, cultural, economic, and ecological sustainability – are integrated into all levels of the program.

How program equips students with an informed understanding of social and environmental problems

How exactly are Woodbury students informed of social and environmental problems? Partly they are expected to draw on first-hand observation, reflect on their own life experiences, and be conversant in current events. The changing demographics 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 student population. The classroom, then, acknowledges, observes, illuminates, and respects the first-hand information of our students' life experiences.

In the classroom, Woodbury architecture students examine the twinned problems of globalized urbanism and a globalized environment – overpopulation, sprawl, cultural and biological homogeneity, economic inequality, high rates of consumption and resource scarcity – in seminars and studios beginning in the third-year housing studio, complemented by Contemporary Issues and Urban Design Theory in the fourth year, and then delving more deeply into these issues in research-based topics studios. In the third-year House and Housing studios students are asked to consider duplexes or medium density housing that could accommodate the needs of non-traditional families. For example a first-generation American multi-generational family, a gay couple, or two single mothers and their children, all demand that students re-consider their ideas of family and develop new ideas about urban domesticity. Included in this studio are conversations on alternative or hybrid programming that might better serve the private, semi-public and public needs of the new inhabitants of urban housing.

Examples of fourth-year issue-oriented topics studios, all offered in the last year, include the following: Julio Zavolta's Small Lot Ordinance studio confronted issues of density and changing family structures in the residential urban fabric of Los Angeles. Roland Wahlroos-Ritter's MegaCities studio pushed students to look critically at the globe's most extreme conditions of population density and concomitant urban and architectural forms, forcing students to confront and anticipate possible extreme futures for Southern California. Guillermo Honles and Dave Maynard's Architecture + Sustainability/Wet Section, a topic studio offered every summer, brought 45 students from San Diego and Burbank/LA to the favelas of Rio de Janeiro, making Woodbury one of only two schools in the Northern Hemisphere (the other being Harvard GSD) to analyze the favela's unique architecture of extreme poverty and resilience first-hand. Hadley and Peter Arnold have focused exclusively on problems of urbanization and adaptation in arid environments in their portion of the summer Architecture + Sustainability studio, the Dry Section, with an emphasis on water-efficient and carbon-neutral design proposals in the face of climate change. Ingalll Wahlroos-Ritter's fourth-year topic studio, fall 2006, explored the materials, systems, and tectonics of the breathing skyscraper, a carbon-neutral icon for a hypothetical carbon exchange based in Los Angeles. Nick Roberts' China studio and Gerry Smulevich's Europe studio also introduce students to radically varied architectural and urban design responses to economic growth and contraction, resource use, infrastructure design, public space, and population densities.

Seminars that focus most prominently on social and environmental questions are Contemporary Issues seminars, designed to complement the work of the advanced topics studios. Vinayak Bharne looks at Asian urbanisms in his Contemporary Issues seminar, and Mohammed Sharif examined the urban fabric of twenty megacities and their projections for 2020. A series of Contemporary Issues seminars offered by the Arnolds have introduced students to the complex water and power infrastructures supporting Southern California urbanism and depleting huge regional watersheds. One seminar met almost exclusively in the field, tracing the Los Angeles aqueduct and the Los Angeles River from their respective sources to their ends. One seminar looked into the historical relationship between the design of water infrastructure and the shape of urban form. Another, "Deep Green: Case Studies in Environmental Urbanism," required students to analyze the critical roots, aesthetic merits, and performative effectiveness of various urban design strategies aspiring to sustainability.

Students are introduced to the critical problems of urbanism and environmentalism not only in studios and seminars offered within the architecture program, but also through transdisciplinary course offerings in conjunction with other programs. Recent transdisciplinary offerings have included Vic Liptak's and Phil Pack's course on energy and society, and Louis Molina's and Eugene Allevato's course on flows of water and traffic. Louis Molina's students, after listening to community groups, public agencies, and non-profit stakeholders along the LA River, generated detailed critiques and alternative refinements to the LA River Master Plan.

Lastly, Woodbury students are informed of social and environmental topics of debate through public programming, both at school and in the city.

How program equips students with knowledge that can mitigate social and environmental problems.

Woodbury students gain familiarity with possible solutions to some of these challenges through seminars that provide expertise on environmentally intelligent design at the scale of the building. AR 425 *Environmental Systems* teaches students about climate analysis, passive and active systems, heating and cooling, daylighting and acoustics. 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; and lighting, acoustical, energy, waste, fire protection, security and hazardous material systems. AR 464 *Systems Integration* focuses on the interrelationship of materials, structures, environmental systems, building envelope systems, construction technology, building cost control, and life-cycle analysis as they influence design development and decision making. The knowledge provided to students in these seminars is applied, adapted and tested in AR 487 *Design Studio 4A: Comprehensive Design*. In this studio, 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.

Other seminars, such as Urban Design Theory and some Contemporary Issues courses, introduce students to design techniques and best management practices at the scale of the urban environment and regional landscapes. Expertise gleaned from these courses is tested and applied in AR 489 *Design Studio 4B: Urbanism*, which focuses on architects' leadership role in their communities, with particular emphasis on issues of growth, development, and aesthetics. 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.

Innovation and leadership in the public sphere with regard to social and environmental issues is modeled widely among the faculty. Environmentally, Julio Zavolta and Warren Wagner both have LEED certification, with private and public work to draw from locally and share with students. Hadley and Peter Arnold have a particular area of original research in water infrastructure in the west, and design experience with energy- and water-efficient projects. Guillermo Honles, as chief architect in the Los Angeles Department of Water and Power's solar energy program, has lectured extensively on resource use and integrated photovoltaic design in the public and private sectors.

In urban design, Alan Loomis and Vinayak Bharne are both accomplished practitioners. Both trained at Moule & Polyzoides, one of the preeminent urban design firms in the region. Both have lectured extensively on urban form, infill housing, transit-oriented development, and public space. Alan Loomis has left Moule & Polyzoides to become principal urban designer for the city of Glendale, California, and Vinayak Bharne has focused in his academic life on the urbanisms of Asia. Aaron Whelton, as part of a team participating in CityLab's Proposition X competition, developed a point-allocated development strategy that earned particular public recognition for its potential application to the densification of Los Angeles. The recent *CityworksLA: Handbook* features contributions by Woodbury architecture faculty members Jeanine Centuori and Vic Liptak. CityworksLA is a volunteer-based forum of members from the architecture and design community acting as a catalyst for "real world solutions" in Los Angeles. Writers for the handbooks are "experts researching a variety of global problems, offering a creative, comprehensive vision for a better world." Jeanine Centuori's research, practice, and teaching are strongly grounded in the strengthening of civic life through smart design; her "More Doors" and "Finding Public Spaces in the Margins" projects exemplify this. Director Norman Millar has served as a member of the Hollywood Design Review Board since 1999. Stan Bertheaud serves on the Oceanside Planning Commission. (According to a story in the San Diego Union-Tribune, Bertheaud, who has lived in Oceanside for about seven years, told the council that he was interested in joining the planning commission because he wants to practice what he preaches in the classroom.) Adjunct faculty member Helena Jubany serves as a commissioner of the City of Los Angeles Board of Building and Safety. Appointed by the mayor and confirmed by the City Council, commissioners are appointed to five-year terms and volunteer their time to serve at weekly Board of Building and Safety Commission meetings.

In addition to coursework and faculty experience, students gain valuable insights into potential design solutions for urban and environmental challenges via public programs. Examples from the last year include the following: Woodbury School of Architecture hosted the ACSA West Conference, "Surfacing Urbanisms: Recent Approaches to Metropolitan Design" in fall 2006. Co-chaired by Woodbury faculty Paulette Singley and Nick Roberts, the three-day conference brought 85 academics and practitioners to Woodbury to discuss the future of the city. Woodbury, along with the Association for Community Design, co-sponsored the 2006 Annual Conference, "Telling Stories: Reflections on Community Design." The conference convened community designers, urban planners, policy-makers, and academics from around the country to share their individual experiences in community-based participatory practice, and in doing so, collectively explore the legacy of work done under the mantle of "community design."

At the Hollywood CCRD facility, Woodbury hosted "City of the Future," a presentation and roundtable discussion of ideas formulated during the design competition sponsored by the History Channel, January 2007. The event was organized by Ingalill Wahlroos-Ritter. Students, faculty and the public had a chance to review work generated during the

competition by design teams from all over the city visualizing alternative futures for Los Angeles.

On November 10, 2007, the School of Architecture and the Institute of Transdisciplinary Studies will host a one-day symposium, *The Emerging Asian City*. As stated by symposium organizers Vic Liptak and Vinayak Bharne:

“From Dubai to Shanghai to Mumbai, the re-emergence of Asia into the architectural consciousness reveals a complex palette of issues that both challenge and expand the mainstream understanding of architectural theory and practice.

“These issues, barely on the horizon a decade ago, offer refreshing opportunities to revisit architecture and urban design in an increasingly globalized forum. From low-income housing in Navi Mumbai to Pudong's exploding skyline, and from the Palmyra Plans of Dubai to the Arc project for Palestine, Western and Asian architects are together engaged in evaluating the ever-increasing complexity and potential of the continent of the 21st century.

“This symposium examines the ambitions, dilemmas and paradigms of the emerging Asian city. Hardly a linear discussion on Asian architecture and urbanism, its issue-based focus is structured on a tripartite theme:

“TRANSFORMATIONS explores the exploding Asian post-industrial landscape – characterized by rapid urbanization, hyperdensity, the development of the informal sector, and the growing disparity between rich and poor – both as a continuing pattern of Westernization as well as a counterpart to the contemporary Western scene.

“TENSIONS discusses the multifarious transfers, impregnations and impositions in Asian cities during the period of Western industrialization and modernity offering deeper reflections into its contemporary scene.

“TRADITIONS unravels the various layers of Asia's complex architectural palimpsest – from its ancient history, to its colonization, to its modernity - to revisit the definitions and meanings of 'tradition' in the 21st century.”

The symposium will involve participation from students, faculty, practitioners and policy-makers from Woodbury and beyond. The discussion of *The Emerging Asian City* will be expanded and published post-symposium, to include not only the proceedings but other papers to be refereed by an editorial board including Douglas Cremer, Ph.D., Director of the Institute of Transdisciplinary Studies at Woodbury, and Paulette Singley, Ph.D., History and Theory Program Head at Woodbury.

How students develop the capacity to address social and environmental problems with sound architecture and urban design decisions

Drawing on the various sources of input outlined above – lived experience, coursework, faculty role models, and public programming – the student's capacity for thoughtfully and skillfully responding to urban and environmental challenges is designed to evolve developmentally throughout the program, alongside development of formal and technical proficiency. First- and second-year studios lay important groundwork for developing the critical skills necessary to delve deeply into the issue-oriented, topic-driven courses of the third, fourth, and fifth years.

While the first-year design studios focus on the fundamental principles and processes of two- and three-dimensional design, they introduce a practice basic to and necessary for addressing social and environmental issues in later studios: the critical statement of intent. Beginning in first year, Woodbury architecture students are required to generate written statements that frame their area of interest, identify challenges and opportunities, articulate a claim, and formulate an architectural intention. A process that begins with 150-word project statements in the first year evolves into the detailed original research proposals of fifth year. While the focus of first-year design studio could be described as largely phenomenological and oriented toward building a spatial vocabulary and representational techniques, this basic skill of crafting a critical intention is the necessary prerequisite to formulating informed stances on social and environmental questions raised in more advanced seminars and studios and in critical practice itself.

Second-year design studios focus on programming and site orders. In Studio 2A: Program and Space, students make an in-depth analytical study of everyday domestic, work and recreational rituals through written research and analysis of case studies. While projects are set in limited contexts in order to emphasize the influence of internally driven relationships, students gain an awareness of the evolution of form, materiality, finish, and structure as a function of the evolution of program. This groundwork in programming is of course essential to the inquiry that dominates later studios and much of contemporary discourse in the western American city: the role of live/work, mixed-use development, changing family structures and work patterns, enriched public space, and hybrid programming in a densified urban future. In Studio 2B: Site Orders, students explore a range of techniques for observing and analyzing urban social conditions and natural environmental conditions, learning to unpeel the overlays of natural and manmade that comprise all sites, urban, rural, or “wild”. Writing, photography, mapping and sectional studies are used to develop site planning and building strategies. While not topically driven, this emphasis on reading and interpreting all sites as in part “natural” and in part “manmade” is fundamental to design in an anthropogenic age, an age that recognizes all social habitats as environmentally informed, and all landscapes as human-altered.

In third year, Design Studio 3A: House and Housing delves further into the social and environmental dimensions of housing. While the tradition of a housing studio can be seen as merely typological, it is of course deeply embedded in and informed by social and environmental issues. Students explore, through critical analysis and comparison of historical and contemporary examples, the multi-cultural evolution of house and housing. Relying on highly urban sites, usually with rapidly changing demographic make-up, the studio addresses form and meaning in dwelling within a discussion that explores interior vs. exterior space, public vs. private space, community vs. the individual, quality vs. affordability, and traditional vs. non-traditional families. Studio focus is divided between the single-family dwelling and multiple-unit housing typologies. The course includes a sustainable materials, strategies, and systems component that includes lectures and written research assignments. LEED-certified architect Warren Wagner serves as a roving critic to all sections of the studio.

Fourth-year studios, as outlined above, serve as testing grounds for applying, modifying, and extending notions of critical sustainability and the intentions and consequences of contemporary architecture. These studios are structured as design laboratories in which students are invited to collaborate with the instructor around a focused topic and often, a research and design methodology. Fourth-year studios serve as an important hinge between the breadth of the foundation-level curriculum and the intensity and individualism of the fifth-year issue-oriented degree project. For the degree project, students must conduct research into an area of interest, articulate a critical position, design or adopt an appropriate design methodology, and develop a site and program appropriate for the

realization of their stated intent. A critical position in relation to architectural discourse and social and environmental challenges is basic to the fifth-year degree project.

Architecture as a Social Art and the Climate of Civic Engagement

Perhaps the greatest strength of the architecture program at Woodbury University is in the value it collectively places on Architectural Education and Society. Some might argue that it is the heart of the program. From the very beginning we present the discipline of architecture as a social art that shapes the built environment by balancing the complex processes carried out by multiple stakeholders. The evolving diversity of the faculty and students creates an ever-changing platform for the debate and interpretation of this NAAB perspective. A collective faculty agreement to keep alive all sides of the debate throughout the five-year curriculum helps Woodbury students develop an understanding of the ethical implications of their decisions involving the built environment. The debate is the intellectual glue that holds the program together or forces it to unravel from semester to semester, and the greatest single explanation of how the program nurtures a climate of civic engagement and commitment to professional and public services. It inevitably becomes the substance of the Woodbury architecture student.

3.2 Program Self-Assessment Procedures

Required Methods of Institutional Assessment

Institutional assessment at Woodbury means the Academic Program Review. Each program is reviewed on a 5-year cycle. The NAAB self-study serves as the School of Architecture's basis for these reviews, which require supplementary information. The APR is reviewed by the Educational Planning Committee, the chief academic officer, the president, and the board of trustees. All plans for new programs or major program adjustment go through a similar review, in addition to review by WASC's substantive change committee.

The self-assessment process in the School of Architecture is multi-layered, from day-to-day informal processes to six-year accreditation cycles. In a small school, self-assessment goes on continually: conversations with students in the halls and with colleagues over lunch easily turn into agenda items at faculty meetings, if need be. Faculty and course evaluations are reviewed by individual instructors each semester, though there is recognition that both could and should be more systematically reviewed collectively, with the studio coordinators and/or five program heads (History/Theory, Building Technology, Professional Studies, Representation, and Urbanism and Landscape Studies), with an eye always toward delivering on the school's mission. Every year, the director generates annual reports as part of the NAAB accreditation process. These reports inform the director's year-to-year efforts to collaborate with the faculty, set the collective learning agenda, and evaluate and deliver on the school's mission. All-school meetings at the start of each semester, studio meetings at several points in the semester, bi-weekly faculty meetings, and semi-annual faculty retreats all serve as regular points of exchange and self-critique. The Grand Critique and Schindler Debate, as discussed in section 3.1.2, are the most important public forums for student evaluation of the program. A student publication would be a welcome instrument of communication and self-evaluation within the program; faculty members continue to encourage students to initiate such a publication, but as yet without success. Required portfolio reviews at the conclusion of third year, and public degree project reviews at the end of fifth year, give faculty important feedback on how we are doing. Recent observations from those two moments of self-assessment have included Woodbury's need to strengthen student model-making and design development skills; the mechanism for reflecting, recording, and acting on these observations could be made more systematic.

During 2006-2007, as part of the structural reorganization of the university and the program, Woodbury architecture faculty engaged in a year-long process of more formal self-evaluation. Ingalill Wahlroos-Ritter led multiple faculty retreats in the fall and winter; Vic Liptak

conducted a Strengths/Weaknesses/Opportunities/Threats exercise in December 2006 and January 2007; Gerry Smulevich led a Capacity and Preparatory Review as part of the university's WASC accreditation process in the spring (evaluating resources, policies, and finances); and Hadley Arnold worked throughout spring 2007 to draft an Academic Plan (see section 1.5 on Program Evaluation) as part of the university's master academic planning process. Extensive questionnaires were prepared in spring 2007 and sent to students and alumni in summer 2007. These methods of self-assessment have led the School of Architecture to identify specific areas of excellence and weakness in carrying out its mission.

Faculty assessments of the program's curriculum and learning context as outlined in the NAAB Perspectives.

According to the faculty-generated assessment that forms the basis of the evolving academic plan:

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 provides a positive atmosphere for close interaction between students and faculty, and cross-disciplinary collaborations with faculty from other programs.

The school emphasizes a solid foundation in and continual development of core skills. Its studios and degree projects are issue-driven and designed to produce critical thinkers.

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.

The school recognizes the value of being part of a small university, with potential for engagement across disciplines.

At the same time, faculty acknowledge that the curriculum would benefit from the following:

- greater coordination of the technology and representation courses;
- greater investment in digital fabrication technologies, and the development of advanced software skills;
- stronger focus on design development;
- stronger emphasis on design process;
- fuller use of the Hollywood facility;
- greater alignment, communication and consistency between SD and Burbank/LA;
- increased oversight into content of GE courses;
- increased emphasis on student communication skills at conclusion of studies (drawing, model-making, writing).

In response to this critical self-evaluation, the School of Architecture's faculty has 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 Design 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 and 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 are currently working to prioritize the school's next appointments.

An important addition to the university's administrative staff, and the Architecture School's ability to evaluate itself, came in 2007 with the creation of the Institutional Research position, currently held by Nathan Garrett. With Nathan Garrett's assistance, the School of Architecture was able to prepare, disseminate, collect, and interpret extensive surveys of students and alumni. This systematic involvement of the students and the alumni in evaluating the program is a potentially powerful tool. The results of the surveys, outlined below and detailed in the appendix, align closely with the faculty-driven assessments outlined above.

In addition to the preparation of the surveys and their results, Nathan Garrett's access to university-wide statistics has provided precise benchmarks by which the School of Architecture may measure itself in its ongoing process of program evaluation. For example, when anecdotal evidence appeared to suggest that the School of Architecture was suffering from grade inflation, we were able to ask for data and evaluate it within university-wide context. The results were surprising: Architecture's record of grading, in both lectures and studios, for the past five years shows a healthy restraint with As, a solid rate of Bs and Cs, and a scarcity, but not absence, of Ds and Fs. The results require further close analysis, and the conversation about introducing a standardized grading rubric within the School of Architecture is not over, but architecture compared quite favorably to other programs (several of which may wish to consider questions of grade inflation upon reviewing Nathan's report).

In assessing standards and retention rates, the institutional researcher provided further insight. Overall, Woodbury retains a high rate of the freshman class: 72% as compared to the California state average of 60%. The School of Architecture's retention rate, based on data collected via the office of Institutional Research and interpreted as "percentage of the 2006 class that was eligible to re-enroll in 2007 and did," is 81%. MCD's rate is 75%; Business's rate is 75%; ITS's is 74%. The university's average rate of re-enrollment from 2006 to 2007 was 77%.

With both the grading and retention rate data available to us, the School of Architecture is able to look with more precision at the question of excellence. When our relatively high retention rate is seen in the context of rigorous grading standards and increasingly competitive admissions standards, we feel we have evidence that the school continues with some success to balance the difficult equation of standards and retention, excellence and nurturing, liberal admissions and academic quality that is central to our mission.

Student assessments of the program's curriculum and learning context as outlined in the NAAB Perspectives

The student survey conducted in 2007 was designed to provide input to the school's re-accreditation process. It was emailed to all architecture majors at Woodbury who were enrolled in either spring 2007 or fall 2006 (475 students). We received a 42% response rate to this email invitation. Afterwards, a physical mailing was sent out to non-respondents (or those without email addresses), which gathered another 35 survey responses before the survey deadline closed.

A total of 257 valid surveys were received. In addition, 16 empty surveys and 25 duplicate surveys were turned in, but not included in the analysis. Thirty-five of the valid surveys were anonymous, resulting from the physical mailing instead of the personalized email invitation.

Respondents are grouped into San Diego and Burbank/LA groups by one of the questions in the survey. Respondents not filling in that question were included in the Burbank group.

According to the student survey conducted in spring/summer 2007, the strengths of the architecture program are:

- the quality of design studio instruction;
- it prepares students to think critically and design intelligently (two highest average scores given to the program by students were in these categories);
- it prepares students well to enter the architecture profession;
- strong support is provided by university's administrative and student support apparatus.

According to students, the greatest threats or challenges to the quality of the program include:

- inadequate plotting, scanning and printing resources;
- limited hours and excessive fees restricting access to computer resources;
- lack of digital fabrication facilities;
- inadequate library resources in San Diego;
- perceived lack of studio maintenance, storage, lighting, ventilation, and security in Burbank and Hollywood;
- insufficient emphasis on technical and mechanical requirements of design and construction, and on professional preparation for practice (two lowest average scores given to the program by students were in these categories);
- weak areas of curriculum in structures, math/physics, and building technology classes (consistently lowest-scoring classes in student assessments).

According to students, the three most important areas for future focus in the program are, in order:

- environmental sustainability
- urban design/urban policy
- design-build/real estate development.

Alumni assessments of the program's curriculum and learning context as outlined in the NAAB Perspectives

The alumni survey conducted in 2007 was designed to provide input to the Architecture School's reaccreditation process. It was emailed to all alumni recorded in either the alumni database or PowerCampus database with email addresses who were recorded as having graduated with an architecture degree between 1997 and 2007 (588 email addresses). We received a 24% response rate to this email invitation. Afterwards, a physical mailing was sent out to non-respondents (or those without email addresses), which gathered another 21 survey responses.

A total of 173 valid surveys were received. In addition, 8 empty surveys and 15 duplicate surveys were turned in, but not included in the analysis. Twenty-one of the valid surveys were anonymous, resulting from the physical mailing instead of the personalized email invitation. Respondents are grouped into San Diego and Burbank/LA groups by one of the questions in the survey. Respondents not filling in that question were included in the Burbank group.

According to the alumni survey conducted in spring/summer 2007, Woodbury architecture alumni were most satisfied with the following resources:

- the quality of design studio instruction and course content, particularly at the advanced topic studio level;
- the quality of history/theory and contemporary issues instruction and course content;
- it prepares students to think critically, represent their ideas effectively, and design intelligently (three highest average scores given to the program by alumni were in these categories);
- it prepares students well to enter the architecture profession;
- strong support is provided by university's administrative and student support apparatus.

Woodbury architecture alumni point to the following concerns:

- inadequate professional practice preparation.
- weak math/physics, structures, and building technology courses.

Woodbury alumni, based on their combined academic and professional experience, recommend greater emphasis on the following areas of the curriculum (in order of priority):

- environmental sustainability
- construction technologies
- urban design/urban policy.

Without doubt, the mandate for the next five years will be to deepen and sustain this learning environment. By deepening, we mean that there is wide agreement in our community that there are things we could be doing better – technology, for example – and taking farther – our exploration of an architecture even further integrated with the allied disciplines of landscape architecture and urban design, for example. By sustaining, we mean that we need to ensure that what we already do well can continue to be done deep into the foreseeable future: we need more resources. In the ongoing work that is Woodbury – that is, faculty-driven and student-centered debate – we will continue to assign quantifiable and qualitative measures to our well-recognized needs for space, time, money, and personnel to sustain the program.

The faculty introduced a system of dynamic self-governance, in which decisions are debated and arrived at by consensus, not mere plurality, over the course of the 2006-2007 academic year. It is a powerful tool for creatively and responsibly managing our collective destiny. The school will continue to make decisions and plan for change using the faculty-driven, student-centered dynamic that is already in place and is, in part, a hallmark of the school's culture.

Self-Assessment Summary

Given these ongoing processes of assessment and evaluation, the School of Architecture might be able to state that where we are going is what we are doing. In other words, the context of debate, inquiry, collaboration, and critical effectiveness that we foster and enjoy at Woodbury is both means and ends.

3.3 Public Information

Please refer to the 2007-2008 catalog, page 47, for 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, Woodbury informs its faculty and incoming students of how to access the NAAB Conditions for Accreditation in the catalog and on the website.

A description of the degree program as it appears in university catalogs and other institutionally authorized material is reprinted here:

“With facilities located in Burbank/Los Angeles, Hollywood and San

Diego, the School of Architecture offers a five-year, nationally accredited, professional Bachelor of Architecture degree, and a one-year Master of Architecture degree in Real Estate Development. Southern California and its megalopolis, stretching from Los Angeles through San Diego to Tijuana, present a vital and diverse context within which to examine architecture, urbanism, culture, and the natural environment. The School sees its student population, which reflects the region's vitality and diversity, as its greatest asset.

Woodbury University's School of Architecture 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 design curriculum recent innovations in computer aided design, multi-media, and sustainable technologies. We provide students 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 space-making in Los Angeles, San Diego, and Southern California, and at the same time offer extensive opportunities for international study in Latin America, Asia, and Europe. We maintain a critical, inventive, resourceful, accomplished, passionate, practice-based, 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 the program, and an entrepreneurial spirit of agility and risk-taking is a hallmark of our faculty's approach."

3.4 Social Equity

Social Responsibility, an educational value that encompasses equity, is one of the six educational goals supporting the mission of Woodbury University and it is certainly reflected in the architecture curriculum.

Woodbury University as a whole, and the School of Architecture as one of its programs, provides 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 has a clear policy on diversity that is communicated to current and prospective faculty, students, and staff via the University Catalog, the Student Handbook, the Faculty Handbook, and the university website:

"Woodbury University admits students of any race, color, gender, nationality, religion, age, and sexual orientation, as well as those with handicapping conditions, and within reasonable accommodation, makes available to them all rights, privileges, programs and activities provided by the university. The university does not discriminate in the administration of its educational policies, admission policies, or scholarship and loan programs."

"Woodbury University agrees, and obligates vendors and/or contractors, not to discriminate against any employee or applicant for employment because of gender, sexual orientation, age or physical handicap, and that all contracts and subcontracts awarded by the university shall contain a like nondiscrimination clause."

Faculty Salary and Stipend Breakdown

Department	2007-08 8/20/2007 Salary	+CPI Base Salary	Stipend	TOTAL Salary
San Diego				
Associate Director, Architecture	56,677		17,000	73,677
Architecture	87,591			87,591
Los Angeles Campus				
Architecture	77,286			77,286
Architecture (Visiting Interim)	66,981			66,981
Architecture/Shopmaster	66,981		10,000	76,981
Director, Architecture	82,438		33,000	115,438
Architecture	66,981			66,981
Prog.Dir.,Ctr. of History & Theory	66,981		6,500	73,481
Architecture	66,981			66,981
Architecture	66,981			66,981
Associate Director, Architecture	61,829		17,000	78,829

Part-time faculty are paid based on experience and the following chart:

**Adjunct Faculty Pay Schedule
2007 Rates**

			Step 1 (1-2 Yrs Teaching @ WU)		
UNDERGRAD Lecture	Units	Contact Hrs	A (=Master degree or equivalent or professional experience	B (=2 Masters, Masters+CPA or Arch License, MFA or M.Arch)	C (= Doctoral Degree)
	per hour rate		\$ 52.24	\$ 54.40	\$ 56.56
	1	15	\$ 783.60	\$ 816.00	\$ 848.40
	2	30	\$ 1,567.20	\$ 1,632.00	\$ 1,696.80
	3	45	\$ 2,350.80	\$ 2,448.00	\$ 2,545.20
	4	60	\$ 3,134.40	\$ 3,264.00	\$ 3,393.60
	5	75	\$ 3,918.00	\$ 4,080.00	\$ 4,242.00
UNDERGRAD Studio <i>*hourly rate=0.80 of ug lecture</i>	per hour rate*		\$ 41.79	\$ 43.52	\$ 45.25
	1	30	\$ 1,253.76	\$ 1,305.60	\$ 1,357.44
	2	60	\$ 2,507.52	\$ 2,611.20	\$ 2,714.88
	3	90	\$ 3,761.28	\$ 3,916.80	\$ 4,072.32
	4	120	\$ 5,015.04	\$ 5,222.40	\$ 5,429.76
	5	150	\$ 6,268.80	\$ 6,528.00	\$ 6,787.20
	6	180	\$ 7,522.56	\$ 7,833.60	\$ 8,144.64
GRADUATE <i>**hourly rate=1.333 of ug lecture</i>	per hour rate**		\$ 69.64	\$ 72.52	\$ 75.39
	3		\$ 3,133.62	\$ 3,263.18	\$ 3,392.75

**Adjunct Faculty Pay Schedule
2007 Rates**

			Step 2 (3-5 Yrs. Teaching @ WU)		
UNDERGRAD Lecture	Units	Contact Hrs	A	B	C
	per hour rate		\$ 54.40	\$ 56.56	\$ 58.75
	1	15	\$ 783.60	\$ 816.00	\$ 848.40
	2	30	\$ 1,567.20	\$ 1,632.00	\$ 1,696.80
	3	45	\$ 2,350.80	\$ 2,448.00	\$ 2,545.20
	4	60	\$ 3,134.40	\$ 3,264.00	\$ 3,393.60
	5	75	\$ 3,918.00	\$ 4,080.00	\$ 4,242.00
UNDERGRAD Studio <i>*hourly rate=0.80 of ug lecture</i>	per hour rate*		\$ 43.52	\$ 45.25	\$ 47.00
	1	30	\$ 1,253.76	\$ 1,305.60	\$ 1,357.44
	2	60	\$ 2,507.52	\$ 2,611.20	\$ 2,714.88
	3	90	\$ 3,761.28	\$ 3,916.80	\$ 4,072.32
	4	120	\$ 5,015.04	\$ 5,222.40	\$ 5,429.76
	5	150	\$ 6,268.80	\$ 6,528.00	\$ 6,787.20
	6	180	\$ 7,522.56	\$ 7,833.60	\$ 8,144.64
GRADUATE		per hour rate**	\$ 72.52	\$ 75.39	\$ 78.31
<i>**hourly rate=1.333 of ug lecture</i>		3	\$ 3,263.18	\$ 3,392.75	\$ 3,524.12
			Step 3 (6+ Yrs. Teaching @ WU)		
UNDERGRAD Lecture	Units	Contact Hrs	A	B	C
	per hour rate		\$ 56.56	\$ 58.75	\$ 61.16
	1	15	\$ 783.60	\$ 816.00	\$ 848.40
	2	30	\$ 1,567.20	\$ 1,632.00	\$ 1,696.80
	3	45	\$ 2,350.80	\$ 2,448.00	\$ 2,545.20
	4	60	\$ 3,134.40	\$ 3,264.00	\$ 3,393.60
	5	75	\$ 3,918.00	\$ 4,080.00	\$ 4,242.00
UNDERGRAD Studio <i>*hourly rate=0.80 of ug lecture</i>	per hour rate*		\$ 45.25	\$ 47.00	\$ 48.93
	1	30	\$ 1,253.76	\$ 1,305.60	\$ 1,357.44
	2	60	\$ 2,507.52	\$ 2,611.20	\$ 2,714.88
	3	90	\$ 3,761.28	\$ 3,916.80	\$ 4,072.32
	4	120	\$ 5,015.04	\$ 5,222.40	\$ 5,429.76
	5	150	\$ 6,268.80	\$ 6,528.00	\$ 6,787.20
	6	180	\$ 7,522.56	\$ 7,833.60	\$ 8,144.64
GRADUATE		per hour rate**	\$ 75.39	\$ 78.31	\$ 81.53
<i>**hourly rate=1.333 of ug lecture</i>		3	\$ 3,392.75	\$ 3,524.12	\$ 3,668.68

Criteria and procedures for faculty appointments, reappointments, compensation, and promotion are listed below:

Faculty Rank and Rank Advancement

Full-time faculty at Woodbury University may hold the rank of:

Lecturer
Senior Lecturer
Assistant Professor
Associate Professor
Full Professor

Adjunct faculty hold the rank of Lecturer or Senior Lecturer.

1. The Faculty Personnel Committee, the Faculty Senate, and the Faculty Association regularly review the criteria for each rank. See Section VI for current rank criteria.
2. Newly appointed full-time faculty (regular, visiting and interim) have their credentials evaluated by the Faculty Personnel Committee who decide rank and level within rank.
3. Full-time faculty rank advancement: Current faculty who wish to apply for promotion shall submit an application to the Dean of Faculty at the beginning of the Spring Semester (see contract renewal and rank promotion submittal schedule at the end of this section). The Dean of Faculty will notify the chairs of the applicant's department, the Dean of the applicant's school and the Senior Vice President of Academic Affairs upon receipt. The application shall include:
 - a A copy of the latest criteria for the rank for which the faculty member is applying.
 - b An updated copy of the candidate's curriculum vitae and a detailed summative statement from the faculty member, linked to evidence provided in the application, showing how she or he meets each of the qualifications for that rank. The summative statement should also include an indication of the applicant's future directions in teaching and professional development.
 - c Substantial evidence to validate the claims to teaching effectiveness, university service and professional development in the applicant's statement. (See section VI.C for complete description of requirements for rank advancement)
 - d Other materials as requested by the Faculty Personnel Committee and approved by the Faculty Association.
 - e Any other materials the applicant feels will be informative to the Personnel Committee.
 - f Peer Review Requirements (See Section VII)
 - g Signature Checklist For Application for Promotion (See form in Section VII)

The Faculty Personnel Committee evaluates the materials and sends their recommendations to the Senior Vice President of Academic Affairs for review who then forwards the recommendations to the President for approval. A letter is then sent to the applicant stating the results of the promotion process. All recommendations are sent on to the applicant with the decision letter.

- a. Newly appointed adjunct faculty have their credentials evaluated by the appointing department chair who decides rank and level within rank. Adjunct faculty at the rank of lecturer who seek advancement to the rank of senior

lecturer should apply directly to the appointing department chair for consideration. An application should include an updated copy of the candidate's curriculum vitae, a detailed summative statement from the faculty member, linked to evidence provided in the application, showing how she or he meets the qualifications for senior lecturer, and at least three letters of recommendation from university faculty familiar with the applicants work.

The Student Handbook outlines the university's *Sexual Harassment/Discrimination Involving University Employees Policy*. It reads:

"Woodbury University is committed to creating and maintaining a community where all persons who participate in university programs and activities can work and learn together in an atmosphere free of all forms of harassment, exploitation, or intimidation. Every member of the community should be aware that the university is strongly opposed to sexual harassment and that such behavior is prohibited both by law and by policy. The university will respond promptly and effectively to any report of sexual harassment and will take appropriate disciplinary action up to and including termination.

"Any member of the university community can report conduct that may constitute sexual and/or other unlawful harassment under this policy. In addition, supervisors, faculty and other employees of authority are responsible for taking whatever action is necessary to prevent sexual harassment, to correct it when it occurs, and to report it promptly to the individuals designated to handle discrimination complaints."

Further definitions and procedures are outlined on pages 96-100 of the Student Handbook.

Regular opportunities exist for faculty, staff, and students to participate in program governance, the most important of which is the bi-weekly faculty meeting. Faculty, students, and staff of the School of Architecture have access to the formulation of policies and procedures, including curriculum review and program development, primarily through participation in monthly faculty meetings. Students are represented at faculty meetings by the chair of the Architecture Student Forum from each chapter.

While student representation is always at the table, and minutes are of course taken, no formal means exists for circulating discussion and decision-making more widely beyond the faculty meeting room. A newsletter or e-bulletin that includes review of curriculum and policy decisions made by the faculty, or currently under consideration, would be a welcome addition in the School of Architecture. And while staff input is frequently garnered from key staff members such as Galina Kraus, Kris Christ, Nathan Short, Debra Abel, and Phyllis Cremer, rarely, if ever, are the needs or interests of staff discussed or addressed at faculty meetings.

3.5 Studio Culture

Woodbury's School of Architecture is committed to an architectural education that is radically transformative – of ourselves, our profession, and of our surroundings. In keeping with that commitment, Woodbury's Studio Culture Policy spells out best practices to have in place in the design studio. These practices include the manner and tone with which we communicate with each other in class and in reviews; the management of time and workloads within the allotted studio hours; the resources available for managing stress and wellness; a code of etiquette (noise levels, privacy, respect for property) within studio; and mechanisms for voicing concerns and complaints.

We expect students and faculty to review, discuss and sign, and then abide by the policy at the start of each semester, and to continually offer revisions and updates to this policy.

Instructors and elected studio representatives are expected to take an active role in introducing students to good studio practices, making an explicit effort to articulate and model expectations of healthy studio culture, and to review and renew studio culture expectations each semester.

Generated by the students and faculty, the policy outlines standards of conduct for both students and faculty. At the first class meeting of each semester, studio instructors and volunteer studio representatives are to present, distribute, and review the Studio Culture Policy in class. Students and faculty are to indicate their agreement to adhering to these guidelines by signing the document and returning it to the studio instructor.

Breaches of the policy may be addressed in a variety of ways. First and foremost, students and instructors should communicate early and openly with each other about perceived infractions. Should studio reps feel that there is a need to address studio culture issues more broadly than on a case-by-case basis within studio, they are expected to take their studio's concerns to the Architecture Student Forum for discussion and recommended action. The officers of the Architecture Student Forum are then expected to bring recommendations for emending or enforcing the studio culture policy to a faculty meeting for discussion and action.

At the conclusion of each academic year, faculty and representatives of the Architecture Student Forum will review and revise the Studio Culture Policy as necessary. The revised, updated policy will then be presented, distributed, discussed, and signed at the start of the following academic year.

The policy was last reviewed and approved by the faculty on March 27, 2007; it was last reviewed and approved by the Architecture Student Forum on April 10, 2007.

Studio Culture Policy is printed in full as Section 4.3.

3.6 Human Resources

The faculty of the School of Architecture organized a new administrative structure in the 2006-07 academic year which is currently in place.

Director of the School of Architecture – a non-teaching faculty position under the supervision of the senior academic vice president, responsible for advocacy of the school's students, faculty and programs to the upper administration and board of trustees, leading in the development of new initiatives in fundraising and outreach, oversight of full-time faculty searches, full-time faculty performance evaluation for reappointment and rank advancement, oversight of associate directors and program heads, and all school budget oversight at all locations, and maintaining NAAB accreditation.

San Diego Administrative Director – a non-academic administrative position under the supervision of the director in cooperation with the associate director, responsible for managing the San Diego facility, recruitment and registration oversight, student-liaison to Financial Aid and Business offices, event planning, and non-academic budget oversight in San Diego.

Director of Communications (unfilled) – a non-academic staff position responsible for oversight of the development, maintenance and promotion of the school's identity, promotion of student and faculty achievements, and assisting the director in developing fundraising and outreach opportunities.

Los Angeles Associate Director of Architecture – a faculty position with ½-time course release under the supervision of the director of Architecture, responsible for the delivery of the

curriculum, course scheduling, hiring of part-time faculty, student recruiting, registration, and advising and academic budget oversight in Burbank/Los Angeles.

San Diego Associate Director of Architecture – a faculty position with ½ -time course release under the supervision of the director of Architecture, responsible for the delivery of the curriculum, course scheduling, hiring of part-time faculty, student recruiting, registration, and advising and academic budget oversight in San Diego.

Head of History/Theory – a faculty position with ¼ -time course release responsible for the oversight of the History/Theory curriculum development and delivery, faculty recruitment and performance evaluation, and new initiatives in this area.

Head of Building Technology (unfilled) – a faculty position with ¼ -time course release responsible for the oversight of the Building Technology curriculum development and delivery, faculty recruitment and performance evaluation, and new initiatives in this area.

Head of Professional Studies (unfilled) – a faculty position with ¼ -time course release responsible for the oversight of the Professional Studies curriculum development and delivery, faculty recruitment and performance evaluation, and new initiatives in this area.

Head of Representation (unfilled) – a faculty position with ¼ -time course release responsible for the oversight of the Representation curriculum development and delivery, faculty recruitment and performance evaluation, and new initiatives in this area.

Head of Urbanism and Landscape Studies (unfilled) – a faculty position with ¼ -time course release responsible for the oversight of the Urbanism and Landscape Studies curriculum development and delivery, faculty recruitment and performance evaluation, and new initiatives in this area.

Full-Time Faculty

The full-time faculty are professional educators whose appointment at Woodbury is their principal employment and whose professional commitment includes responsibilities for the quality of the educational programs and for university service related to, and in support of, the instructional programs, as well as for classroom instruction. For full-time faculty, outside activity that contributes to professional maintenance or advancement and community advancement is generally acceptable, but employment by other educational institutions or other institutions that results in reduced performance at Woodbury will be precluded. Full-time faculty are usually appointed for duty in established departments or schools of instruction. Most full-time faculty are regular faculty who are appointed to renewable terms and are eligible for rank advancement.

Adjunct Faculty

Adjunct members of the faculty are educators who carry less than a full-time faculty member's full load for two semesters of any year. They do not receive salary during any term in which they do not teach, but they do participate in sick leave on a pro rata basis. Adjunct members of faculty teaching more than a half time load are required to sign a waiver acknowledging the excess load (*further research needs to be done on the legal ramifications of the waiver, accreditation implications and faculty review of adjunct who teach a full load. If valid we will need to determine how this is administered.*)

Participating Adjuncts

These are adjunct members of the faculty who teach no more than a full-time load and are paid to perform services for the School such as advising students, coordinating the lecture series, acting as alumni relations officer, or overseeing specific facilities.

Teaching Load

The normal teaching load for full-time faculty is 12 units of lecture, or the equivalent, per week. For the purposes of equivalency, 1 unit of studio/lab equals 1.5 units of lecture, assuming that all studio/lab courses are 2 academic hours per academic unit. Faculty may average the load between fall and spring semesters to meet their teaching obligations. Summer term may be used to satisfy the teaching load requirements with permission of the director. Participating adjunct and adjunct teaching loads shall not exceed 12 units (or equivalent) in a semester and 21 units (or equivalent) in an academic year, excluding summer term employment.

The official full-time equivalent (FTE) student enrollment in the program, including summers, has grown by over 50% since the last APR from an FTE of 336 in 2000-01 to an FTE of 506 in 2006-07. An additional full-time faculty position was added in 2004-05 and another is being added in 2007-08. The ratio of FTE students to full-time faculty has gone from 37 to one (37:1) at the time of the 2001 APR to over 50 to one (50.6:1) at present. In 2007-08 it is expected to go down to 6:1 and with an additional 2 full-time faculty in 2008-09 it will be 39:1. Full-time faculty are stretched more thinly than in 2001 and adjunct faculty are depended upon even more to take up the slack.

One result of the increase in enrollment is a gradual increase in non-studio lecture course class sizes. Efforts have been made to address the problem by dividing large sections into two sections taught simultaneously and doubling the faculty salary. Another approach has two instructors sharing a large lecture of up to 80 students one day a week, and then dividing into four discussion sections of 20 on the second day. Still, the challenge of a growing enrollment continues to have a magnifying ripple effect stressing not only the architecture curriculum, but the general education curriculum as well.

The university has instituted a new "Participating Adjunct" teaching classification where part-time faculty can teach up to a full-time load paid at adjunct rates but receive additional compensation for taking on specific administrative or other responsibilities for a period of one year without benefits. During the 2006-07 year there were two participating adjunct appointments in the school and in 2007-08 there will be four. The number is expected to continue to rise in subsequent years.

Administrative Support Staff

Currently there are four administrative assistants and one administrative coordinator serving three of the academic units (School of Architecture, School of Media, Culture and Design, and the Institute for Transdisciplinary Studies) in the Burbank/LA faculty center. Because of the sharing of administrative assistants with more than one department it becomes difficult to determine if the needs of all the departments are being served. One of the shared assistants (Galina Kraus) was assigned full-time to the School of Architecture in fall 2007. In the summer of 2007, another half-time administrative assistant was added to architecture, and we share the support of the administrative coordinator with the School of MCD.

The solution for maintaining equitable distribution of workload for the administrative assistants and the departments they serve relies on constant dialog and re-examination of the workload distribution. Although this is able to work somewhat efficiently given the close proximity of the assistants and the relatively small size of the departments they serve, it requires added time to maintain equity. In the future to maintain more equitable distribution of workload, the departments will work together with the administrative assistants to develop more rigorous job descriptions for the administrative assistants as they relate to the specific departments. By establishing an agreed upon job description, the administrative assistants will have more clearly defined responsibilities and will more closely align with the needs of the respective departments.

Academic and Administrative Responsibilities

In order to fulfill governance and administrative requirements, the director, associate directors, program heads and full-time faculty receive course releases and/or stipends. There is a concern that there are too many university committees with considerable demands on time, and that in the interest of self-governance we are not only exhausting faculty, we are at the point of under serving our educational aspirations. This continued dilution of teaching by the most qualified of our faculty could threaten the superior and effective education programs we are trying to achieve.

In some cases, because of administrative responsibilities, there may not be sufficient time to execute these administrative duties, teach, perform university service, and pursue professional development as required for rank advancement. Some chairs and directors may find it difficult to advance in rank at Woodbury, as administrative work and university service are not considered for the required professional development. This could result in the most qualified faculty choosing not to take on the duties of leadership, an issue that has been a point of debate at both the administrative level, and at the faculty level by the Personnel Committee and the Faculty Senate, who set rank advancement standards.

Plans for addressing the problems include:

- For future planning, an overall increase in full-time faculty could allow for a coordinator for each level of the curriculum and could provide specific expertise in emphasis areas.
- A compensation and workload study initiated by the chairs of the academic departments has recently been completed by an independent consulting firm, which the chairs understood was to compare compensation and workloads at competitive institutions with similar programs in the region. Even though the study included no institutions in the region and none that have NAAB-accredited programs, it did confirm that faculty salaries at Woodbury are below average and in the case of adjunct salaries significantly below. One of the anticipated conclusions of the study will be to reduce the course load of the teaching faculty. The reduction in teaching load would positively affect the workload of the department chairs. However, reducing course load removes our most valuable faculty from teaching.
- Another solution may be to increase support in specific areas such as administrative staff, facilities management, student recruitment, and advancement. These additional support staff would provide a body of expertise to chairs and directors and deans that they don't have. These support positions would also take on some of the responsibilities currently held by the chairs and directors.
- When department chairs or full-time faculty are serving in demanding leadership roles for the university or school, a temporary solution would be to appoint a one-year full-time visiting instructor position to continue to fulfill the needs of the department.
- An immediate increase in participating adjunct faculty, who have the qualifications of faculty and can assume some of the administrative responsibilities, would greatly alleviate the current sense of overload.
- Permanently increasing the number of work-study students for specific departmental duties such as archiving, facilities management, appointment scheduling, and other department-related responsibilities could relieve the faculty workload and at the same time give students experience in professional business practices.

Governance Structure

With the restructuring of the university into different schools, the current governing structures reflect outmoded models of representation. Having a governance structure that responds to the representation, needs, and voices of the different departments is imperative and the transition is underway.

Because this problem affects all of the different academic departments, the Faculty

Senate is currently addressing the issues involved. The existing constitution and bylaws are rewritten and the revisions will reflect the new academic unit structures. The Personnel Committee has been reconstituted to reflect the new school structures.

Support Staff

Cumulatively, a total of 6.5 administrative staff members report directly to the School of Architecture. In Los Angeles, the administrative coordinator (Kris Christ) splits her time 50-50 in support for the School of Media, Culture and Design (MCD) and the School of Architecture. One administrative assistant (Terry La Source) also serves 50-50 in support of MCD and the School of Architecture. One administrative assistant (Galina Kraus) serves full-time in support of the School of Architecture. In San Diego there is a full-time administrative director (Debra Abel). One administrative assistant (Viola Samson) serves full-time in support of the administrative director. One half-time administrative assistant (Yesica Guerra) serves in support of the associate director. The San Diego assistant director of admissions (Cynthia Short) is responsible for all recruiting and admissions services for that campus.

Administrative Director, San Diego, Debra Abel

Administrative director responsibilities include, but are not limited to, coordinating with the Burbank campus staff regarding services to students in the areas of financial aid, business affairs, registrar, admissions, student affairs and other non-academic matters. The administrative director is responsible for campus budgets, oversight of maintenance and security personnel/services. The administrative director establishes and maintains productive relationships with relevant community organizations and business leaders to enhance and increase the visibility of the program.

Assistant Director, Admissions, San Diego, Cynthia Short

The assistant director of Admissions for the San Diego campus is responsible for program promotion, student recruitment, admissions advising and transfer student support. The assistant director of admissions represents the campus at appropriate community college fairs, art and design fairs and other necessary events, and assists new students with timely completion of the financial aid process.

Administrative Coordinator, Los Angeles, Kris Christ (1/2 time shared with MCD)

In consultation with the director and associate director, the AC assists with class scheduling, school budget, report writing, advising, committee business, and other areas as required. The AC is responsible for maintaining accreditation documents for all programs within the school, including administering the archives.

Administrative Assistant, Los Angeles, Galina Kraus

The full-time administrative assistant provides secretarial support to the director, associate director, program heads and faculty of the School of Architecture; coordinates calendars, purchases, syllabi, events and faculty meetings; maintains student files; assists with special projects such as lectures, lecture series and catalog; and takes meeting minutes and keeps records of departmental policies.

Administrative Assistant, Los Angeles, Terry La Source (1/2 time shared with MCD)

The half-time administrative assistant provides secretarial support to the director, associate director, program heads and faculty of the School of Architecture and MCD; coordinates calendars, purchases, syllabi, events and faculty meetings; maintains student files; assists with special projects such as lectures, lecture series and catalog; and takes meeting minutes and keeps records of departmental policies.

Administrative Assistant, San Diego, Viola Samson

The full-time administrative assistant provides secretarial support to the administrative director, administrative staff, associate director, and faculty at the San Diego campus; oversees the general (daily) office operations; provides student services by implementing university policies and procedures; assists with financial matters pertaining to the San Diego campus operations; conducts errands; and assists with event preparations.

Administrative Assistant, ½ time, San Diego, Yesica Guerra

The half-time administrative assistant assists faculty, students and administration with questions regarding faculty activities, maintains student advising files, sets advising appointments, coordinates special projects, collects and distributes faculty evaluations, participates in website revisions and helps to coordinate printed materials and publications.

At this time, the balance of support is supplied on a university-wide basis. This includes technical support such as computer lab technicians.

Supervisor of Computer Lab, Los Angeles Campus, Victor Nasol

Supervisor of Computer Lab, San Diego, Nathan Short

The supervisor is responsible for computer lab operations, training and supervision of student assistants, lab scheduling and hardware, and software purchases and maintenance.

Shop Masters of Los Angeles and San Diego, Victoria Liptak/Joshua Coggeshall/Steven Rosenstein

The shop masters are responsible for shop policies, planning, operations, curriculum and development, including student safety certification, training and supervision of shop assistants, shop scheduling, and equipment purchases and repair.

The **Common Data Set** for Woodbury University that includes information regarding Student Backgrounds, Program Selectivity, Student Retention and Time-to-Graduation Rates is in section 5.10 of the Appendix.

3.7 Human Resource Development

Faculty

Faculty Rank and Rank Advancement

(See page C-6 of Faculty Personnel Handbook for written policy, section 5.8, Appendix)

Full-time faculty at Woodbury University may hold the rank of Lecturer, Senior Lecturer, Assistant Professor, Associate Professor, or Full Professor.

Adjunct faculty hold the rank of Lecturer or Senior Lecturer.

The Faculty Personnel Committee, the Faculty Senate and the Faculty Association regularly review the criteria for each rank. Newly appointed full-time faculty (regular, visiting and interim) have their credentials evaluated by the Faculty Personnel Committee who decide rank and level within rank.

Full-time faculty rank advancement: Current faculty who wish to apply for promotion submit an application to the dean of faculty at the beginning of the spring semester. The dean of faculty notifies the chair of the applicant's department, the dean or director of the applicant's school and the senior vice president of Academic Affairs upon receipt.

The Faculty Personnel Committee evaluates the application and materials and sends its recommendations to the senior vice president of Academic Affairs for approval. A letter is then

sent to the applicant stating the results of the promotion process. All recommendations are sent on to the applicant with the decision letter.

Woodbury offers a small array of individual and collective opportunities for faculty and student growth inside and outside the program. A list of visiting lecturers and critics brought to the school since the previous site visit is included in the appendix, as is a list of public exhibitions brought to the school since the previous site visit, and a list of faculty development awards (Faculty Development Grants, Maxine Frankel Awards, Julius Shulman Institute Fellows, Sabbatical Research Projects).

How faculty members remain current in their knowledge of the changing demands of practice and licensure

Woodbury's faculty is a practicing faculty; the demands of a highly competitive urban architecture market require faculty to stay current. 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. Information regarding extramural faculty activities is available on the Faculty Resumes provided in 4.5 of the Supplemental Information Section.

For written policies or expectations in this area, please refer to Section 5.8 of the Appendix, Faculty Personnel Handbook pages C-5 and C-6.

Members of the faculty who are AIA members must fulfill the AIA's continuing education requirements. Faculty are given opportunities and support to stay current with new products and technologies. The university provides support for individual faculty initiatives through Faculty Development Grants, Frankel Awards, Shulman Institute support, and sabbatical project funding.

Last year we sent adjunct faculty members Philipp Bosshart and Andrea Dietz to Edward Tufte's full day seminar. In fall 2007 adjunct faculty member Rene Peralta will be attending the San Diego Green 2007 conference in San Diego.

Students

A description of student support services, including academic and personal advising, career guidance and internship placement where applicable

The Office of Student Development comprises seventeen staff members and has over sixty student employees to serve the needs of students, faculty and staff on our Burbank campus. 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." Student Development 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.

The office covers five functional areas including administration, student services, health, counseling, and academic support. Each function area has activities, programs, and services that address the co-curricular and curricular focus of the institution.

Administration:

Students with Disabilities
Medical Appeals
Facilities (campus-wide)

Academic Support:

Academic Advising
Early Alert Referrals
Peer Advisor and Mentor (new, current, and International)
Tutoring
Supplemental Instruction
Placement and CLEP Exams

Student Services:

Residential Life (on and off-campus housing)
Security and Safety
Judicial Process
Fitness Center
Student Leadership and Organizations
International Student Regulations

Counseling and Wellness:

Student's Crisis
Individual and Group Counseling
Wellness Outreach

Health Center:

First Aid
Health Insurance
Doctor Referrals
On-site medication and immunizations
STD screenings

Advising

Woodbury provides student-advising services that not only assists beginning students during the demanding first year adjustments, but also continues to actively offer a range of advising and tutoring opportunities throughout their time at the University.

Faculty Advising

Department chairs and faculty monitor each student's progress. Entering students are assigned a permanent faculty advisor who is knowledgeable in their educational goals who will remain as their advisor during their time at Woodbury. The faculty advisors counsel the student on course requirements, class scheduling, and professional goals each semester, and are available for discussing course and goal concerns during regular office hours and by email. Office of Student Development provides counseling services for students with special needs. Note: The Fashion Design chair guides all seniors in their final year.

Office of Student Development

In collaboration with students, faculty, staff, and families, the Office of Student Development facilitates students academic progress through program advising, tutoring, and various support services, and serves as advocate for students' needs.

If a student shows signs of failing to meet the rigorous standards of the disciplines, the instructor initially provides counseling for the student and then sends an Early Alert to the student advising office (OASIS). Intervention can often assist the student in maintaining an acceptable class status.

SOAR (Student Orientation Advising & Registration) Peer Advisors

Beginning in fall 2004, each freshman student has been assigned a SOAR Peer Advisor. This program provides a point of contact for first year students in their first semester of college. SOAR Peer Advisors, selected from successful sophomores, juniors, and seniors, act as a teaching assistant in the Student Success Course that all freshmen attend. SOAR Peer Advisors contact freshman students on a weekly basis and set up personal meetings to assist them in reaching their fullest academic potential. The PD 200 course also is co-facilitated by Peer Mentors.

Academic Peer Mentor

Junior and senior students who have excelled academically and completed a rigorous training and orientation program are eligible to mentor fellow students on a weekly basis. They assist students in planning, progressing in their course assignments, and providing general campus information. Students on academic probation are required to enlist the services of a peer mentor. They are also available to students interested in acquiring assistance and support from their colleagues.

Tutoring

Tutoring is available by appointment or walk-in for most academic subjects.

Supplemental Instruction

Supplemental Instruction (SI) is a series of weekly study sessions for historically difficult courses. Students who want to improve their understanding of the course material and their grades attend sessions lead by SI Leaders. SI is an opportunity for students to get together with their classmates to compare notes, discuss important concepts, develop strategies for studying and preparing each other for an exam.

Federal Government Title V Grant

Woodbury is an ethnically diverse community. As a designated minority serving institution, Woodbury received a Cooperative Title V grant to assist in the preparation and transfer of students from nearby Los Angeles Valley College. To that end, Woodbury and LAVC created a one-stop shop for advising, counseling, and financial aid information. The one-stop model has doubled the number of transfers in three years.

The same Cooperative Title V grant has supported faculty development projects that improve methods for advising and teaching basic skills, such as the Summer Bridge Program for incoming design students. It also supported the purchase of technology at both the LAVC and Woodbury campuses.

Academic Writing Center

The Writing Center has tutoring services for students to assist them in gaining academic writing skills. Writing at a University level has been a concern for both the art/design programs and the University at large. The Writing Center has developed several faculty and student advising services to augment the course instruction and raise the writing ability level of all students.

Writing in the Disciplines Program (WID)

The purpose of the WID program is to develop students' writing (and communication) abilities and deepen their learning and understanding of course content throughout their university years.

After a student completes the WID program, the student may enjoy an advantage in his or her chosen profession by knowing how to write for professional purposes.

We are in the process of developing the following proposal:

Two courses are required in the general education curriculum, one of which has to be a writing-intensive course and the other may be either a writing- or communication-intensive course. The two courses are a "Communication Proficiency Requirement." (This requirement is in addition to passing AW 111 and 112.)

Admissions

The admissions policy meets University requirements for admitting new students, but there are some concerns about the flexibility of admitting students who may be challenged in trying to complete courses successfully at a university level. While the art/design faculty support the policy of making every effort to provide entry to students who have a desire to earn a design degree, students who are accepted with minimal entry requirements have a considerable struggle to meet program standards.

Additional counseling and course assistance helps to mediate first year difficulties and students at risk often drop courses to alleviate their load, and then take additional courses at community colleges under a concurrent enrollment plan during the summer to keep up with their program. Some find it necessary to extend beyond the four-year program to complete their degree.

Transfer Students

Transfer students sometimes do not have the skills and conceptual abilities that the students have who have completed their first two years at Woodbury. The Educational Planning Committee is currently reviewing how to more successfully address the academic needs of transfer students.

Advancement/Remediation

The art/design majors require portfolio reviews for competency during the sophomore or early junior year to advance in the program, but some faculty think art/design students should meet portfolio requirements before entering the major. We provide summer studios to allow students to remediate courses. There is also the possibility of structuring all the first year foundation courses as a requirement to continue into the second year courses.

University Satisfactory Academic Progress

The 2007-08 catalog clearly defines and outlines the requirements for satisfactory academic progress. Criteria for progress are determined by Qualitative Standards (GPA), which requires a student to maintain a cumulative grade Point average of 2.0 or better. Students on financial aid must also maintain a minimum number of units based on their enrollment.

An Academic Progress Chart delineates basic minimum semester and cumulative units to maintain satisfactory progress to earn a degree within the time restrictions for full and part-time students. The unit/time standards apply to all Woodbury students.

Terms used in defining grade requirements, evaluations, academic probation, and disqualification are carefully defined (catalog, page 40). An appeals process through the Faculty Appeals Committee headed by the Registrar is available to students who question their grade status.

Registration, Tuition and Fees Policies

The tuition structure is based on full-time semester registration of 12-18 units, part-time enrollment, and auditing a course and is defined in the catalog, pages 25-29, along with

payment options, withdrawal, and refund policies. Students enrolled in less than 12 units pay on a per unit basis.

University Academic Policy, Regulations, and Standards

The catalog (2005-07), pages 30-40, defines the academic calendar year and length, time of course offerings related to units of credit and unit classification to determine the class level and academic load options. The catalog explains requirements to maintain an active class standing as they relate to attendance, program changes, alternative registration policies, and withdrawals or leave of absence. Each academic year and academic calendar is published on the Woodbury University web site.

The catalog (pages 35-6) defines unit values, examination policies, and the grade evaluation system based on a 4.0 quality point formula as it is equated to a letter grade schedule. Grading guidelines further define and explain the criteria for grade assignments. The catalog defines policies on final grade submittals to the registrar and to the students, and conditions for grade changes, incomplete grades, re-enrollment to improve a grade, and proficiency placement through testing for Math and Academic Writing. These policies are also published in the Faculty Handbook (available for reference on-site, page B-9).

Academic progress requirements for full-time and part-time students and bases for financial aid are defined in the catalog (pages 17-24).

Independent Study

Independent Study is an optional method of study initiated by the student and available on a limited basis, with approval of the department chair, to students who have attained high academic levels of performance and desire to research areas of special interest that are not specifically covered in the classroom.

Directed Study

Directed Study is available only to students who, due to extenuating circumstances, cannot enroll in a regularly scheduled class. Specific conditions for meeting eligibility, authorization, study process, and grade evaluation are stated in the catalog.

The Independent Study and Directed Study contracts specify content and goals with the approval of the department chair. Unit distribution is determined at one to four semester units depending on the complexity and demands of the study (catalog, page 39).

Architecture Degree Program Regulations

The required Architecture curriculum and degree requirements for graduation are defined in the catalog (2005-07), pages 46-54. The Bachelor of Architecture major requires 97 units within the major, 51 general education units, and 12 unrestricted elective units for a total of 160 units to graduate with a Bachelor of Architecture degree.

Transfer Students

The Office of Enrollment Services evaluates courses from other institutions for course content and unit distribution to determine the possible transfer credit. Students may transfer units from regionally accredited institutions on a course-by-course basis that meet a minimum number of units and a grade standard of a "C", or 2 points, or transfer an Associate of Arts or Associate of Science degree that meets lower division requirements. Woodbury also considers selected course transfers from specialized institutions that hold accreditation status with agencies such as NAAB, NASAD, and the Council of Interior Design Accreditation (formerly FIDER). In addition, Woodbury has articulation agreements

with many community and junior colleges that facilitates the proper course selection for students who plan to transfer to Woodbury. Transfer requirements are defined in the catalog on page 12. Transfer units for general education courses must come from a WASC (or equivalent) accredited school (2005-07 catalog, page 22-23). Appendix C: Articulation Agreements.

CLEP Exams

Students may obtain credit by examination using the College Level Examination Program (CLEP). Woodbury no longer offers the DANTES examinations.

Residency Requirements

The University requires undergraduate students to earn a minimum of 45 semester units of course work at Woodbury University. Also students must complete a minimum of 32 out of their final 40 semester units at Woodbury. Credit for prior learning of a non-traditional nature (such as the CLEP program) is not applicable to the fulfillment of the University residence requirement.

Published Materials

Official Woodbury University Catalog

The Woodbury University catalog is published every one or two years with addendums published annually as needed to update any departmental or curricular information changed during the normal publishing cycle. The catalog, which meets NAAB standards, provides information on general university policy issues such as general information, mission statement, core values, accreditation, admissions information, academic regulations, undergraduate studies, and school information, department information, and staff, faculty and administration personnel listings.

The current catalog also includes information about the graduate programs. However in the catalog for 2007-2008, there is a separate catalog specifically for graduate studies programs.

Web Site

Online Catalog

The 2005-2007 catalog was published on the current Woodbury University web site which now contains the updated 2007-08 catalog. The information on the web site catalog is the same as the printed catalog and all students and interested parties are directed to the web site. Only key personnel are provided a printed catalog.

The current Woodbury University web site has been on line for the past four years. The Web Site Committee is currently reviewing the existing web site to determine any updates and changes necessary for the near future.

School of Architecture Website Development

The School of Architecture is re-designing its web site. Our intent is that it will be operational during the spring semester 2008.

While some services in academic support, counseling and health have already started in San Diego, the services need to grow. An expanded menu of student support offerings in San Diego would resemble a scaled-down version of the Burbank office. An assessment of needs from students, faculty, and staff in San Diego will be conducted in fall of 2007 with the possibility of implementing programs, services and activities the following spring. An inventory of existing resources in the area will need to be conducted as well. A new administrative position, shared by student development and the financial aid/registrar's office, is under discussion with the university.

The school facilitates ample student opportunities to participate in field trips and other off-campus activities. Individual instructors make arrangements appropriate to their courses, from organizing informal carpooling to off-campus site visits to obtaining rental vans paid for by the school to lobbying for university and program subsidies of airline tickets to remote sites.

Students have ample opportunities to participate in professional societies and organizations, honor societies, and other campus-wide activities. A complete list of student organizations and guidelines for their operation and financing appears in the Student Handbook (pages 49 through 56).

3.8 Physical Resources

Physical resources appropriate for a professional degree program in architecture

To meet our goal of providing an excellent architectural education, the School of Architecture takes advantage of facilities with a combined area of approximately 90,800 square feet. While 35% of the 58,600 square feet at our Burbank/LA campus is exclusively for department use, all of the 5,280 square feet at our storefront on Hollywood Boulevard and all of the 26,600 square feet at the 8th and C building in San Diego is exclusively used by architecture. (See building plans following this section.)

Enrollment-induced space challenge

Meeting the space needs for the architecture program has become a serious challenge and cause of concern, due to a 50% surge in enrollment since the last NAAB visit. Fortunately the university foresaw the challenge and embarked upon a major building initiative for Burbank/LA in 2005. In anticipation of the summer 2008 culmination of the lease for the 8th and C building in downtown San Diego, the university is currently negotiating a lease on new space nearby. Once the lease is settled, planning for tenant improvements will ensue so that the T.I. work can be completed in time for a move to the new facility in June and July.

Burbank/LA Physical Resources

Included in the building initiative for Burbank/LA was a plan to add 10,000-square feet for non-architecture design programs, a new 20,000-square foot building for the School of Business on the parking lot adjacent to the main 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 the 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, a reallocation of space use is planned including moving the Faculty Center to Wilshire Hall, moving all Student Services to the former Faculty Center, expanding classroom space for the School of Media, Culture and Design into the former School of Business building, and reorganizing the ground floor of Miller Hall to better accommodate the Business Office, the Registrar's Office and the Office of Financial Aid.

Kirby Hall

Kirby Hall, a new 10,000-square foot sprung building on the upper campus, was completed by fall 2005 to house design studios, review space and seminar rooms. Interior Architecture is the primary user of this facility, but there has been an advanced architecture topic studio in that building since its completion and architecture uses its review space on a regular basis.

New School of Business Building

The new 20,000-square foot School of Business building slated for completion in March/April 2008 will accommodate specific needs of students, faculty, and administration for that school, but will also serve the needs of the School of Media, Culture and Design and the School of Architecture. The ground floor will house faculty offices, a dean's suite, and a student lounge

for exclusive use by the School of Business. The rest of the ground floor, including a teleconference room, an auditorium with a seating capacity of 250, and a two-story entry lobby/reception space, along with the entire top floor, with four 40-student class rooms and four 20-student classrooms, will be shared by all academic programs. Architecture and animation anticipate strong demands to use the auditorium. The teleconference rooms are expected to increase opportunities for instruction between the San Diego facility and the Los Angeles campus.

New Architecture Studio Building

The new 19,000-square foot architecture studio building, due for completion in February 2008, is expected to fully address the space concerns in Burbank/LA. Up to 192 dedicated spaces will be available in the new two-story building. Each floor will feature an open studio environment flanked by a long gallery that will serve as a pin-up and review space for the adjacent studios. New restrooms will cluster around the elevator lobby on each floor. The new 2000 square foot two-story Ahmanson Meeting Hall at the west end of the building and the southern terminus of the major north-south campus walkway will serve as a multi-use "main space" for the School of Architecture complex. A large bi-fold hangar door will connect that space to the Architecture Commons, a new outdoor room created by the completion of the project. It is anticipated that the new building will house advanced fourth and fifth year studios and eventually graduate studios. The "main space" will function as a review space, lecture space, exhibition space and event space. When the new space is complete in the spring, architecture will be able to vacate its three studio spaces in Wilshire Hall, which house roughly 64 students.

New Faculty Center

At the completion of the above new buildings, work will begin transforming Wilshire Hall into the new Faculty Center. Completion is expected by the end of summer 2008. Based upon the standard set for faculty and administrative accommodations in the new School of Business building, the new Faculty Center will house faculty, administrators and support staff for the School of Architecture, the School of Media, Culture and Design and the Institute of Transdisciplinary Studies. For the first time, all full-time faculty will be given individual offices (currently only deans, directors, chairs and full professors are entitled to individual offices). A new School of Architecture Conference/ Work Room will be located adjacent to the Director's Office. In addition, a new Director of Communications office is being provided for the School of Architecture, even though that position has not yet been formally endorsed by the upper administration.

New Student Development Center

Student services that are currently housed in several locations will be brought under one roof in modifications to the old Faculty Center. This work will parallel the work on the new Faculty Center and is expected to be complete in time for the beginning of fall semester 2008. Included in the center will be offices of the associate vice president of Student Development, the dean of students, Oasis, the Learning Center, the Writing Center, and the Counseling Center.

Existing Design Studios

The bulk of our dedicated architecture studios in Burbank/LA are located in A102, A104 and A106 of the architecture complex, accommodating all but four or five sections of sixteen students. Up to four sections can be accommodated in the studios W107, W109, and W110 in Wilshire Hall. An additional studio space is usually available in Kirby Hall. With the installation of operable windows in A104 and A106 in 2005, all of the studios except those in Kirby Hall have access to fresh air, but due to the cramped conditions there are still occasional complaints of stale air. All of our studio spaces are wired for the Internet. The studios have

heating and air conditioning, a reasonable amount of natural light provided by windows and skylights except in Kirby Hall.

One of the most common comments on the student surveys is that there is not enough space within the design studio. Until the final phase of the Burbank/LA architecture complex is completed, providing adequate design studios will continue to be a major concern of the school. Security remains a problem in spite of the installation of a key pad entry system to all studios activated usually after 10PM or 24-7 in Hollywood. Student computers, digital cameras, I-pods and other possessions are reported stolen each semester. Proposals of security cameras have not resonated well with some faculty and members of the upper administration. Nevertheless the issue of security in the studios is expected to be at the top of the list of concerns for students, even after the completion of the new studio building.

Jury Rooms and Exhibition Spaces

The Wedge Gallery (A100) located at the southeast corner of the main campus quadrangle and at the entry of the Burbank/LA architecture complex, provides a venue for exhibitions, reviews, and informal pin-ups during studio hours. During studio hours, rooms A101, A105, and A108 are not scheduled for other classes and provide 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), the Design Center Powell Gallery, and the Kirby Hall Main Space, which are used by architecture, graphic design, and interior architecture. Until the new studio building is complete in January 2008, it is expected that review space will continue to be a major challenge.

Computer Labs

Woodbury's Burbank/LA campus has eight student computer labs, which perform a service function for the university and its programs, especially architecture, design and business. Woodbury University compares very favorably in facilities to peer institutions. The eight labs are currently housed in rooms A103/A111, D101, G202, G203, M201, M202, and M203.

Shop Space

The amount of shop space on the Burbank/LA campus has not changed since the last NAAB visit and this has become a serious concern. The 1700 square foot shop and 500 square foot open-air metal fabrication shop, which served a student FTE complement of 250 in 2001-02, served a student FTE complement of 369 in 2006-07 (nearly 50% more students!). The shop also serves students from interior architecture, an FTE complement of 82, however not all of those students use it. There is no room for more shop equipment and there is insufficient workspace to support the needs of the students. The lack of an appropriate amount of shop space now affects what can be taught in the curriculum. As soon as the new architecture studio building and the new Business Building are complete in spring 2008, the seminar room in A108 needs to be given over to the shop. The university should also make plans to relocate the Physics Lab from A107 to somewhere outside of the architecture complex to make room for the much-needed shop expansion and storage space.

Archive Space

The architecture program currently occupies 500 square feet in Wilshire Hall as archive space. With Wilshire Hall slated for transformation into the new Faculty Center during the summer of 2008, there are currently no plans to provide new archive space for the program. Once the whole building that houses A109 (the shop), A108 (a seminar room), and A107 (the Physics Lab) can be given over to architecture, then it can be reconfigured to accommodate shop expansion and archive space.

Faculty Offices

Full-time faculty from the School of Architecture, the School of Media, Culture and Design

(MCD), and the Institute of Transdisciplinary Studies (ITS) are currently housed in the Faculty Center, an agglomeration of portable buildings. Full professors are entitled to solo offices of approximately 100 square feet. Associate professors, assistant professors, and participating adjunct professors are paired in 100 square foot offices or have a 50-75 square foot office. The university understands that the faculty need individual offices and plans to address this concern by providing all faculty with individual 100 square foot offices in the new Wilshire Hall Faculty Center by fall of 2008.

Administrative Offices

School directors and associate directors from Architecture, MCD and ITS, as well as department chairs from MCD and ITS, are also located in the Faculty Center. Directors are housed in offices ranging from 100 to 150 square feet. There are three meeting rooms and open office space for six faculty assistants or administrative coordinators. The new faculty center will provide directors with 200 square foot offices, assistant directors and department chairs with 150 square foot offices, larger conference rooms and space for added faculty and administrative support staff.

Hollywood CCRD Physical Resources

The lease of a storefront on Hollywood Boulevard for our Center for Community Research and Design (CCRD) allows us to accommodate up to 50 students there in any one semester, although we typically have 30 or fewer. Many students say that their Hollywood experience was as important to their architectural education as a study-abroad semester; however the overwhelming majority of students resent being required to attend studio at that facility and find the conditions there inadequate, from parking to the security to the condition of the bathrooms. During this summer (2007) over \$30,000 was spent redoing the bathrooms, adding lighting, and repainting throughout. Since the last visit, two new roll-down security grilles were added protecting the exhibition space at the Hollywood storefront from the street and on the interior protecting the space from the studio spaces. A security camera and monitor were installed in 2005 at the rear door to the parking lot so students and faculty could observe if anyone was outside before opening the door. Combining fourth- and fifth-year topic studios in fall semester allows us to run a more efficient number of sections. Since the lease on the CCRD space is month-to-month and the cost of making the upper studio floors ADA-accessible is prohibitive, after fall semester 2007 when the new studio building is complete, the space will no longer be used for studios and will become solely an exhibition and event space for the School of Architecture and other university programs.

San Diego Physical Resources

The San Diego program has been located in the 38,000 square foot 8th and C building since the summer of 2001. The building's 4,000 square foot basement is unusable due to exiting and ventilation problems. Approximately 2,400 square feet of studio is dedicated space for the Mesa College architecture program, which is the key feeder of transfer students at that facility. As the San Diego enrollment passes 150 (including 8-10 M.Arch.RED students) it is coming close to reaching its capacity in the building. Like Burbank/LA students, San Diego students complain about cramped conditions in the studio, but they do have more dedicated space than their northern colleagues. The San Diego computer lab is available to students 24-7, while the Burbank/LA labs close at midnight except for the week prior to final reviews, when they too are open 24 hours.

Several improvements have been made to the San Diego facility since the last visit, including corridor carpet and lighting on the top three floors, a new third floor review space and M.Arch.RED graduate studio, new third floor faculty offices, a new library, a reception area on the second floor and redone administrative offices and computer lab on the second floor. Still, the

building's plumbing and air conditioning systems are not in top condition. With only three operable windows, a common complaint by students is that the building is unhealthy. The end of the current seven-year lease next summer is a hopeful sign that the San Diego program can find a more suitable facility, or at the very least, renegotiate a new lease that includes much needed improvements to the building's mechanical systems.

Existing Design Studios

One 2,400 square foot design studio on the second floor offers dedicated studio space to Mesa College first and second year students, and the other 2,600 square foot studio is dedicated space shared by Woodbury third year students. The 2,600 square foot studio space on the third floor and the 4,500 square foot studio space on the fourth floor are shared by fourth and fifth year students. Another 1100 square foot studio on the third floor is dedicated to the M.Arch.RED program. Depending upon their numbers, first and second year studios are located adjacent to an upper year studio on the second or third floor.

Jury Rooms and Exhibition Spaces

The school was very pleased by the street level exposure we gained at our downtown San Diego location at 8th and C. The ground floor in San Diego is a multi-use exhibition/event space, amounting to over 3,000 square feet. The space is used for reviews, lectures and even provides it to the downtown community as a resource. The third floor has a 500 square foot review space shared by the M.Arch.RED program and all other studios

Classrooms

A large 1600 square foot lecture space, a smaller 1000 square foot seminar space and an 800 square foot drawing classroom are located on the third floor.

Computer Labs

The 550 square feet computer lab on the second floor has been remodeled since the last NAAB visit.

Shop Space

The amount of shop space in the 8th and C facility has changed little since the last NAAB visit. The 1400 square foot shop, which served a student FTE complement of 86 in 2001-02, was expanded with the addition of a 500 square foot open-air metal fabrication shop, which served a student FTE complement of 137 in 2006-07 (nearly 60% more students!). As in Burbank/LA, there is insufficient space to add additional equipment, especially after taking up a corner of the metal shop to locate the new CNC milling machine. It is expected that the shop in the new building will at least match the current shop in area.

Archive Space

A 1200 square foot archive space is located in the basement.

Faculty Offices

Faculty offices, including the office of the associate director, are housed in a 540 square feet area on the third floor.

Administrative Offices

The offices of the administrative director, admissions director, information technology, and an administrative assistant are housed in 1,720 square feet on the second floor.

Library Space

At the suggestion of the 2002 visiting team, the San Diego library holdings were moved from the Mesa College library into a 515 square foot space on the second floor adjacent to the office of the administrative director.

Other Space

7,615 square feet of service space

500 square foot student lounge

Technical Resources

Computer Facilities

Technology is a shared resource on campus, and there is a constant effort by the university to maintain technology resources at a level demanded by the professions. All technology, including the more specialized elements, is available to members of other departments. Technology is viewed as a tool that supports the various media and design disciplines and not as a discipline of its own.

All technology is supported and maintained by the Information Technology Department (IT). Student lab techs are present during all open lab hours.

The School of Architecture coordinates the computer labs to accommodate class schedules and open lab time. The computer labs are available as open labs when not in use for classes.

Following is a list of current challenges in the technical resources provided to the students in the School of Architecture:

- A shortage of large-scale plotters in the labs unfailingly results in significant delays before mid-term and final reviews. This increases the frustration level and stress of our students and forces them to go off-campus and find other, more expensive, sources to plot their drawings.
- A shortage of lab technicians with awareness of the particular needs of the students in the architecture program are necessary. (San Diego, however, does have a full-time dedicated IT staff member who is there 40 hours per week answering student questions, providing technical support to the San Diego students and faculty. It would be great to have an equivalent dedicated IT person in Los Angeles.)
- Shortage of representation and software courses in San Diego include teaching software skills such as Rhino and Maya.
- Woodbury University is behind many of the other architecture programs in Los Angeles in terms of providing digital technologies such as CAD/CAM milling tables, laser cutters, and 3-D printers. This leads to dissatisfaction among the students as they see students in other programs acquiring very marketable understanding, knowledge and skills in digital technologies.
- There is a little money in the budget to provide faculty members who teach the technology courses (such as Design Communication 2, Design Animation, Digital Fabrication, and most advanced studios) with the requisite software and hardware to allow them to remain knowledgeable in the skills that they are teaching, but a broader spectrum of the faculty is interested in having access to the software so that budget line needs to grow accordingly.

Recommendations for improvements include:

- One new plotter, according to Steve Dyer, chief information officer, is scheduled for installation in the architecture computer lab in Los Angeles for the beginning of the fall 2007 term. At least one additional plotter is required to help alleviate the strain. Two more would provide the ideal solution.
- Hire faculty to teach Rhino, Maya and other advanced modeling software courses in San Diego.
- Fund and install digital fabrication labs in both Los Angeles and San Diego with, at minimum, a 4' x 8' laser cutter, and a 4' x 8' CAD/CAM milling table. Additional equipment would include 3-D printers, vacuum formers, and combo sheet metal shear/brakes for the metal shops in both locations. This will require dedicated space in both locations, as well as

proper HVAC, power and computer hook-up requirements, and additional staffing.

Note: our faculty are debating the association of digital fabrication with physical detailing, craft and construction. Some hold that digital fabrication must be taught in direct association with traditional construction and fabrication techniques including techniques of, for example, wood joinery, metal working, plastic forming, glass and concrete form-work and casting, etc.

- Assign a dedicated IT person to the School of Architecture in the Los Angeles computer lab who would be available to students 40 hours per week to troubleshoot and answer questions. This person would also act as an advocate for the technology needs of architecture students to the university to ensure the proper funding and functioning of the computer and digital labs.
- Continue support and funding from the university to send interested faculty members to technology workshops in order to remain conversant within the field of new software and digital technologies.
- Install, train and teach new software to faculty and students, including:
 - Rhino
 - Ecotect – building analysis software that analyzes any digital 3-D building model for all aspects of sustainability, building operation, environmental response, performance, etc
 - BIM (Building Information Modeling) Microstation (superior to other BIM software for PC platforms. BIM is a modeling tool that describes the actual elements of a building rather than simply the vector-file-based lines that are described in most CAD drawing methods. BIM is particularly suited to the interoperability requirements of construction documents and is able to efficiently translate 3-D digital models into drawings, procurement details, environmental conditions, and other submittal processes.)

3.9 Information Resources

Context and Institutional Relationships

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

Woodbury Burbank/LA

The library at Woodbury Burbank/LA 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; 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

In the early years of Woodbury's architecture program at the San Diego location, the library and research needs of students were fulfilled by the San Diego Mesa Community College as part of an agreement with Mesa to teach the first two years of the architecture curriculum at their campus. Woodbury's architecture collection was developed to be part of a total collection co-mingled and housed at the San Diego Mesa library. The Woodbury collection was acquired over the course of ten months in 1998-99 as an "opening day" collection, and very few additional materials were added by Woodbury over the ensuing years.

In response to concerns in the 2002 NAAB VTR, and addressing student and faculty requests, the Woodbury San Diego library collection was separated from the Mesa Community College collection and moved to its current location in 2004. The current library collection in San Diego is a small non-circulating collection, housed in a single room on the second floor of the facility. Security and administrative oversight are provided by the local staff in addition to their other duties. There is no professional library staff on site at this time; a part-time librarian is to be hired mid-fall 2007.

Library and Information Resource Collections

1. Mission and Goals

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 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.

The librarian assigned subject responsibility for architecture identifies and selects the majority of materials for purchase to support the architecture curriculum and program. The part-time librarian at the San Diego facility will work in conjunction with the outreach librarian and the director in Burbank/LA to meet the study and research needs of the students and faculty in San Diego. The director of Library Services makes all final decisions regarding book and non-book purchases for both the Burbank/LA and San Diego facilities.

The relocation of the Woodbury San Diego library collection from Mesa Community College to Woodbury's San Diego facility presented numerous challenges in the provision of services and development of the collection. A stable materials budget was made available in FY 2006-2007, supporting the goal to develop a foundational collection that reflects the general nature and trajectory of the program and that meets the needs of current and future students. A full analysis is underway, to result in a plan that identifies significant gaps, future directions, and prioritizes specific materials acquisitions. A part-time professional librarian position has been approved for FY 2007-08 to meet the goal of enhancing library services to the Woodbury San Diego population.

A new outreach librarian has recently been hired at the Burbank location; this individual serves as the liaison to the San Diego library. The outreach librarian is committed to a minimum of two on-site visits per semester to coordinate library services and collections.

2. Collection Description

The library collection is actively managed to ensure that it supports the mission, goals, and curriculum of the architecture program and the university at large. The subject coverage is

continually monitored to ensure adequate breadth and depth. The library has a detailed collection development policy, revised and expanded in 2004, 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, with a special concentration on materials with a regional focus.

Materials selection for the San Diego facility has been problematic in the past, due to the lack of a stable materials budget. This changed in FY 2006-2007, and materials are being actively acquired to make up for this deficit.

a. Books

Woodbury Burbank/LA

The number of volumes held at Woodbury's Burbank facility is 67,785. Of these, 8324 are in the LC - NA call number range, and 10,951 additional volumes directly support study in architecture (Addendum C in Appendix 5.1).

Deeper retrospective holdings are less comprehensive, as architecture was not actively collected until 1984. A full analysis is needed to identify any significant gaps in materials of historical significance. Addendum A in Appendix 5.1 outlines the initial framework for evaluation.

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

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

The San Diego facility houses 3721 volumes, of which 3409 are in the LC - NA call number range, with 312 additional volumes directly supporting study in architecture (Appendix C).

This collection was purchased and added in 1998-1999; later acquisitions are largely the result of donations. Retrospective and current holdings are inconsistent at this time.

Reference materials in print format are housed on open shelves in a separate area and are easily accessible. Key reference materials are updated as new ones become available.

If online electronic format and access are purchased for the Burbank collection, it is available to students and faculty in San Diego as well.

Materials for the San Diego facility are cataloged and processed by the Burbank staff and shipped to San Diego.

b. Serials

Woodbury Burbank/LA

The serials collection at Burbank/LA 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 307 current serials title subscriptions in total; 64 of these are architecture titles, and an additional 25 support research and study in architecture. The library has active subscriptions to 74% of the titles on the Association of Architecture School Librarians Core List, and 20% of the titles on the AASL Supplementary List. The library has numerous full-text journal databases amounting to more than 5000 full-text periodicals online. Key periodical indexes include the Avery

Index to architectural periodicals, Architectural Index, Art Full Text, daai, WilsonSelect, and ProQuest.

Woodbury San Diego

The serials collection at Woodbury San Diego is barely sufficient in coverage, and lacking in scope. The library has 20 current serials title subscriptions in total; all of these are architecture titles. Approximately 10 new titles will be added in 2008, following a collection evaluation by the incoming San Diego librarian, and will include consultation with the faculty and students. Retrospective coverage does not generally date before 2003. There are a few retrospective titles that have been donated, but title runs are not complete or easily accessible. Enhancing and completing serials sets is a priority for the new San Diego librarian.

The library has active subscriptions to 34% of the titles on the Association of Architecture School Librarians Core List, and 8% of the titles on the AASL Supplementary List. The library has numerous full-text journal databases amounting to more than 5000 full-text periodicals online. Key periodical indexes include the Avery Index to architectural periodicals, Architectural Index, Art Full Text, daai, WilsonSelect, and ProQuest.

c. Visual and non-book resources

Woodbury Burbank/LA

The library collection includes a selection of 181 final degree project proposals by fifth-year architecture students. (These are included in the book volume count.)

The library has a small collection of materials samples such as adobe, resin, types of wood, etc.

The library subscribes to 54 electronic databases. Databases for research specific to architecture include, among others,

- Architectural Index
- Art Full Text
- Avery Index to architectural periodicals
- daai: Design and applied arts index
- Grove Art Online
- Project MUSE (arts, humanities, social sciences.)
- ProQuest Direct (arts, humanities, business, social sciences)
- WilsonSelect Plus (arts, humanities, education, business, science)
- The library subscribes to ARTstor – a database of hundreds of thousands of digital images and related data
- 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

Microform format is no longer actively collected, but the current collection is supported. Only five titles related to architecture are retained in this unpopular format, and only one of these titles is an active subscription. The library has a microform reader/printer with the ability to capture digital images to save to disc. Microforms have been discarded as replaced by electronic full text available through our database subscriptions.

Since the addition of the library's subscription to ARTstor with its digital images, slides are no longer actively collected, but the existing collection is supported.

Woodbury San Diego

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

The San Diego facility does not have a microform collection.

Since the addition of the library's subscription to ARTstor with its digital images, slides are no longer actively collected, but the existing collection is supported. The slide collection needs to be inventoried and evaluated for image quality.

d. Conservation and preservation

Woodbury Burbank/LA

Materials are repaired or replaced as necessary. The library owns very few rare or delicate items. The library has recently purchased a supply of archival quality storage boxes for the small number of items which would benefit from archival storage conditions.

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.

Services

Woodbury Burbank/LA

1. Reference

A professional librarian is available on site for research and reference assistance during all library open hours. Researchers may make appointments with subject specialist librarians for in-depth research assistance. The reference staff is consistently rated highly in the library's annual survey of students and faculty (see Addendum B). Print and web-based research guides are readily available and regularly updated.

2. Information Literacy

Information literacy is well integrated into the curriculum, including the architecture curriculum. All incoming students must take CO 105 *Information Literacy* as a required General Education course. Courses are taught by 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. Additional course-related bibliographic instruction is provided by librarian subject specialists, and is available to any instructor for any class.

3. Current awareness

The library has a New Books display shelving area, including seating. A display rack contains handouts, guides, and free publications. There is a suggestion box and a board for posting suggestions and responses. There is a bulletin board / white board for library and campus postings. The library's website is maintained by the Burbank librarians, who have full control of content and structure. The library regularly includes announcements on the library home page.

4. 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. 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 82 hours per week (extended to 89 hours/week during studio and lecture finals). According to the annual survey of library users (Addendum C), 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. Written circulation policies are in place, and are reviewed annually. Some policies are posted on the library's website. There are no remote storage facilities at this time, though this possibility is being considered to ease the current shortage of shelf space.

The library does not have an electronic reserves system. Faculty are encouraged to incorporate digital documents in their course pages maintained on IQ Web and accessible to all students at any time.

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. Access to the online Avery Index is the only one based on the number of simultaneous users; difficulty in access is very rare.

5. Cooperative agreements

InterLibrary Loan service through OCLC is provided to faculty, students, and staff free of charge (except for rare instances when the lending library charges a fee and no other alternatives are available). Access to information about the holdings of other institutions is provided through OCLC WorldCat subscription database.

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 88 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 92 institutions belonging to SCEL (Statewide California Electronic Library Consortium), as well as at UCLA and CSUN.

Woodbury San Diego

1. Reference

One part-time professional librarian will be available on site, working during the hours most likely to be of value to students. Additional reference and research assistance is available by email or telephone to the Burbank librarians. Print and web-based research guides are readily available and regularly updated.

2. Information Literacy

In the absence of professional or para-professional library staff on site, it has been difficult to provide this service for students and faculty. With the anticipated addition of a librarian in San Diego, infusing information literacy into the curriculum will be a priority. The librarian will be responsible for orienting students to the library and providing instruction in research skills and methods. The San Diego librarian will also teach CO 105 *Information Literacy* as needed.

3. Current awareness

The library's website is maintained by the Burbank/LA librarians, who have full control of content and structure. Web pages have been developed that are specifically designed to address the needs of San Diego students and faculty.

4. 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 69 hours per week when classes are in session. Anecdotal information suggests that this is sufficient to meet users' needs, but a more formal inquiry is needed for future planning.

The library collection does not circulate except by special arrangement. Course reserves are currently held in the administrative director's office. The new San Diego librarian will evaluate the effectiveness of this arrangement.

The library does not have an electronic reserves system. 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. Our licensing agreements specify that access is for all Woodbury affiliates. The number of network ports is sufficient to handle the traffic. Access to the online Avery Index is the only one based on the number of simultaneous users; difficulty in access is very rare.

5. Cooperative agreements

Students at the San Diego facility 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.

InterLibrary Loan service through OCLC is provided to faculty, students, and staff free of charge (except for rare instances when the lending library charges a fee and no other alternatives are available). Access to information about the holdings of other institutions is provided through OCLC WorldCat subscription database.

Woodbury faculty and qualified researchers have reciprocal borrowing privileges at the 92 institutions belonging to SCEL (Statewide California Electronic Library Consortium).

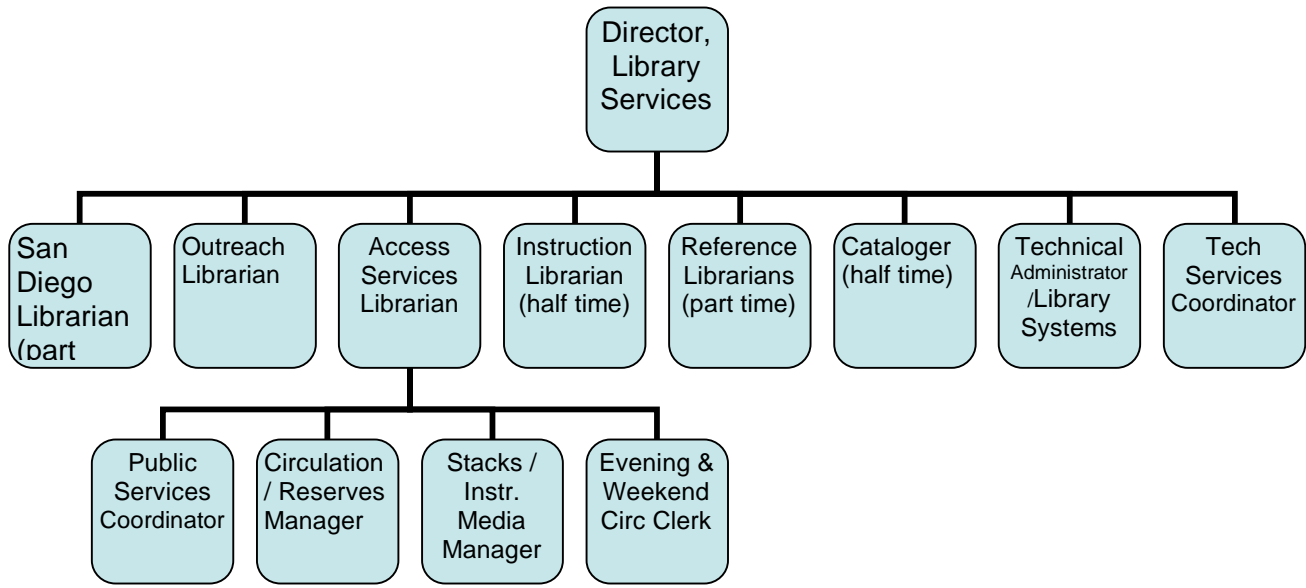
Staff

1. Structure

The director of Library Services reports to the senior vice president of Academic Affairs.

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.

Library Organizational chart



2. Professional expertise

All librarians have MLS/MLIS degrees from ALA-accredited institutions. The administration of the library has undergone considerable change and reorganization within the past two years, resulting in up-to-date position descriptions and reallocation of responsibilities in keeping with the library's and institution's missions and goals. A faculty librarian position was eliminated for 2007-2008; the impact of that decision is yet to be seen. There are sufficient librarians and degreed professionals with subject expertise in architecture and closely related fields to meet the needs of the architecture program at the Burbank facility.

- Director: MA, Library Science; BA, Psychology; BA, German. 12+ years professional academic library experience, 5 years paraprofessional academic library experience.
- Access Services Librarian: Master of Library and Information Science; BS, Elementary Education. 1 year professional academic library experience, 1.5 years professional public library experience, 10.5 years paraprofessional academic library experience.
- Outreach Librarian: Master of Library and Information Science; BA, History. 6 years professional academic library experience, 1 year professional public library experience, 4.5 years paraprofessional public library experience.
- Instruction Librarian (1/2 time): Master of Library Science; BA, Anthropology, 16.5 years professional academic library experience.
- Part-time reference librarians have MLS degrees and a minimum of 5 years of professional library experience.

3. Support staff

The library is very fortunate to have a particularly well-educated and experienced support staff. A high school diploma and some college experience are required for entry level staff. Written job descriptions are reviewed annually. There are sufficient paraprofessional and student staff to effectively and efficiently manage the library collections and services. The library is phasing out the instructional media delivery service, so fewer student workers will be needed.

- Technical Administrator (systems & databases): Master of Library Science, BA, Russian Language and Literature, 1 year professional academic library experience, 6 years paraprofessional academic library experience.

- Cataloger (1/2 time): Master of Library Science, MFA, BA, Music History, 25 years professional academic library experience.
- Technical Services Coordinator: BS, Education (major Library Science), 35 years paraprofessional academic library experience.
- Public Services Coordinator (Interlibrary Loan, Serials): BA, Psychology, (MLS in progress), 5 years paraprofessional academic library experience.
- Circulation/Reserves Manager: MBA, BS, Business & Management, 12 years paraprofessional academic library experience.
- Stacks Manager/ Instructional Media Coordinator: MBA, Business & Management, BS, Fashion Marketing, (MLS in progress), 5 years paraprofessional academic library experience.
- Evening/Weekend Circulation Assistant (1/2 time): Library Media Technician Certificate, 3 years paraprofessional academic library experience.

4. Compensation

Staff salaries are commensurate with those of other staff at Woodbury with similar training and experience. There is sufficient financial support for librarians to take advantage of professional development opportunities, and full-time librarians attend at least one national conference or equivalent development activity per year. Additional local development opportunities are supported as the budget permits. Paraprofessionals are encouraged to attend at least one local conference or workshop per year to enhance their professional growth. At least one outside workshop is brought to the Burbank campus each year for the ongoing development of library staff. Leave with pay is available to all staff for attendance at professional conferences and workshops.

Compensation by position listed below:

Circulation Assistant:	\$38,828
Circulation Assistant/AV Manager:	\$36,680
Technical Coordinator:	\$54,544
Technical Administrator:	\$51,872
Part-Time Reference Librarian:	\$27.25/hour (variable hours)
Part-Time Reference Librarian:	\$22.29/hour (variable hours)
Part-Time Circulation Assistant:	\$15.28/hour (variable hours)
Public Services Coordinator:	\$35,521
Part-Time Instruction Coordinator:	\$33,497 (50% Load)

Facilities

Woodbury Burbank/LA

1. Space

The library provides an attractive, welcoming, barrier-free environment for its users. There are approximately 120 seats in public areas. A large majority of students and faculty agree that the library environment is comfortable, though lighting needs to be improved at study tables (Addendum C). The current arrangement of the library interior provides few areas conducive to group study. An addition of a library courtyard in formerly unused exterior space has been funded, and construction is expected to begin in February 2008. This space will provide additional seating areas, and will improve access between the main library building and the annex. Wireless access will be extended to the library courtyard. As a result of the changes to traffic flow to access the courtyard, the interior of the library will be re-designed as well, providing additional spaces for group study.

2. 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 existing electrical system is needed, and is planned for in conjunction with the courtyard project mentioned above. Written emergency procedures and a disaster plan are in place.

3. Equipment

The shelf space in the library will be at maximum capacity in approximately two years. Off-site storage and compact shelving are under consideration as a short term solution. Grants are being sought to fund the short term solutions. A capital campaign for a major addition to the library is planned within the next five years.

Library users report that there is sufficient equipment for their needs in the form of photocopiers, printers, and scanners (Addendum C). The library has three desktop PC computer workstations near the reference desk, 16 desktop PC computer workstations in a lab setting, and one desktop PC computer workstation with high resolution scanner in the lab. The media resource room in the library houses two desktop Mac computer workstations, a digital video editor, televisions with DVD/VCR players, audio equipment, and a slide viewer. All staff members have their own computers.

Wireless network access is available throughout the library facility, and access is reliable. Down time is quite rare.

Woodbury San Diego

1. Space

The library provides an attractive, welcoming, barrier-free environment for its users with an open and airy feeling. There are approximately 10 seats in a group setting; there is no space in the library area for individual study.

2. Environmental factors and security

All materials are equipped with security tags, and there is a security gate at the front entrance. Lighting and climate control are sufficient.

3. Equipment

The library area has one desktop computer with scanner. The existing shelf space is currently at capacity; additional shelving will be installed.

Budget, Administration, and Operations

Woodbury Burbank/LA

1. Funds

Library funding is provided primarily through institutional allocation. The library materials budget has been stable over time. The director of Library Services 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 enough to keep pace with annual increases in serials and database subscription rates. The Library Associates (friends of the library) group regularly raises funds for the library. It is this group that has raised the funds for the pending courtyard construction. Past projects funded by Library Associates include new carpeting for the library, remodeling of the library foyer and circulation desk area, and furniture for the library's electronic study hall.

A comparison of 12 institutions with schools of architecture evaluated expenditures per FTE students (Addendum C). The institutions chosen for comparison were those with librarians

holding membership in AASL (Association of Architecture School Librarians) who were willing to share their budget data. Woodbury Library's expenditure for books is within the same range as our immediate peers such as SCI-Arc and the NewSchool of Architecture & Design. The library's expenditure for periodical subscriptions is on a par with most of the other 12 institutions, especially considering that Woodbury's numbers are for print resources only. The Woodbury library invests heavily in space-saving electronic resources such as full-text online databases.

2. Efficiency of operations and services

The library operates efficiently and provides good service, as is evidenced in the library's annual survey of students and faculty (Addendum C). The library is responsible for the delivery and set up of audio/visual equipment in classrooms and meeting rooms, as well as the storage and maintenance of the equipment. As classrooms are being continually upgraded with permanently installed a/v equipment, the delivery service will be phased out during fall 2007. The library will retain some lesser-used types of equipment to be available to faculty for checkout.

3. Participation of faculty and students

The library runs an annual survey of students and faculty to evaluate services and resources.

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, many faculty and staff make contributions to enhance the library's collections.

Woodbury San Diego

1. Funds

Library funding is provided primarily through institutional allocation, and is included in the Woodbury San Diego operational budget. The budget for library materials has been recently stabilized, enabling the enhancement of collections. The director of Library Services has authority for materials budget expenditures. The annual budget totals \$15,000, with \$10,000 provided to acquire new holdings supporting the B.Arch program and \$4,000 per year to support new acquisitions for the M.Arch.RED program.

2. Efficiency of operations and services

The library is well used by students. Materials are re-shelved in a timely manner. It is expected that the addition of a professional librarian on site will promote the use of services yet to be fully developed.

3. 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. 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.

4. Library Statistics

Electronic lists of all architecture Supporting titles in Burbank and San Diego are available on line. There are over 22,000 titles. List of architecture and supporting titles available full text electronically in our database.

Listed on the next three pages is a spreadsheet of periodicals the library currently subscribe to.

aasl	Core	Title	Fund	issn
	NA	A + T	AR	11326409
X	NA	AA FILES : ANNALS OF THE ARCHITECTURAL ASS'N SCHOOL OF ARCH.	AR	02616823
S	NA	AMC LE MONITEUR ARCHITECTURE	AR	09984194
X		ARCHITECT (formerly ARCHITECTURE)	AR	1935-7001
X	TH	ARCHITECTS JOURNAL - INCLS ONLINE	AR	00038466
X	NA	ARCHITECTURAL DESIGN : AD	AR	00038504
	TH	ARCHITECTURAL LIGHTING	AR	08940436
		ARCHITECTURAL PUBLICATIONS INDEX /CUMULATIVE VOLUME/	AR	02664380
	Z	ARCHITECTURAL PUBLICATIONS INDEX /FULL SERVICE/	AR	1359740X
X	NA	ARCHITECTURAL RECORD - MCGRAW HILL	AR	0003858X
X		ARCHITECTURAL RESEARCH QUARTERLY / ARQ	AR	1359-1355
	TH	ARCHITECTURAL REVIEW	AR	0003861X
	NA	ARCHITECTURE (title changed to ARCHITECT)	AR	07460554
S	NA	BLUEPRINT - ENGLAND	AR	02684926
		BLUEPRINTS (NATIONAL BUILDING MUSEUM)	AR	0742-0552
	HD	BUILDER MAGAZINE	AR	07441193
X	TH	BUILDING DESIGN & CONSTRUCTION	AR	00073407
	TH	BUILDING OPERATING MANAGEMENT	AR	00073490
	NK	CALIFORNIA HOMES	AR	10887172
X	NA	CASABELLA	AR	00087181
	NA	CENTER: A JOURNAL FOR ARCHITECTURE AMERICA	AR	8755-2019
		CITE	AR	8755-0415
		COMPETITIONHOTLINE	AR	
	NA	COMPETITIONS /INCLS/ COMPETITIONHOTLINE	AR	10586539
	TH	CONSTRUCTION SPECIFIER (incl. Modern Materials)	AR	00106925
	NA	CUSTOM HOME	AR	10553479
	NC	DESIGN ISSUES: JOURNAL OF HISTORY THEORY & CRITICISM/ - INCLS ONLINE	AR	07479360
		DESIGN-BUILD INTELLIGENCE	AR	
		DESIGNER/BUILDER: A Journal of the Human Environment	AR	1096-4096
	HF	DESIGNINTELLIGENCE /INCORPS/ DESIGN TECHNOLOGY	AR	
	HF	DESIGNINTELLIGENCE MEMBERSHIP	AR	
X	NA	DETAIL: ZEITSCHRIFT FUER ARCHITEKTUR UND BAUDETAIL	AR	00119571
X	N	DOMUS	AR	00125377
X		EL CROQUIS	AR	
X	TH	FINE HOMEBUILDING	AR	08846782
		FORM (was L A ARCHITECT	AR	
X		GA ARCHITECT (standing order as monographs w/Prairie)	AR	
X	NA	GA DOCUMENT	AR	
X	NA	GA HOUSES	AR	
	SB	GARDEN DESIGN	AR	07334923
		GREENSOURCE	AR	1930-9848
X		GREY ROOM	AR	1526-3819
X		HARVARD DESIGN MAGAZINE	AR	10934421
X	NA	ID /**/ /INCLS/ ANNUAL DESIGN REVIEW	AR	08945373
S	NA	INLAND ARCHITECT	AR	00201472

X	NA	JA JAPAN ARCHITECT	AR	13426478
X	HT	JOURNAL OF ARCHITECTURAL AND PLANNING RESEARCH	AR	07380895
X	NA	JOURNAL OF ARCHITECTURAL EDUCATION - INCLS ONLINE	AR	10464883
X		JOURNAL OF THE AMERICAN PLANNING ASSOCIATION	AR	01944363
X	NA	JOURNAL OF THE SOCIETY OF ARCHITECTURAL HISTORIANS	AR	00379808
X	NA	KENCHIKU TO TOSHI = ARCHITECTURE AND URBANISM : A + U	AR	03899160
	NA	L A ARCHITECT (title changed to FORM)	AR	08857377
X		L ARCHITECTURE D AUJOURD HUI	AR	00038695
X	SB	LANDSCAPE ARCHITECTURE	AR	00238031
	SB	LANDSCAPE JOURNAL - INCLS FREE ONLINE	AR	02772426
X	NA	LOTUS INTERNATIONAL : QUARTERLY ARCHITECT REVIEW	AR	11249064
		NATIONAL BUILDING MUSEUM membership	AR	
	NA	NEWSLETTER /SOCIETY OF ARCHITECTURAL HISTORIANS/	AR	00491195
		PERSPECTA: THE YALE ARCHITECTURAL JOURNAL	AR	0079-0958
X	NA	PLACES /FOR INSTITUTIONS/	AR	07310455
X	NA	RIBA JOURNAL /INCORPS/ WORLD ARCHITECTURE	AR	14639505
	HD	SITE SELECTION	AR	10807799
	NA	THRESHOLDS	AR	1091711X
		VOLUME (formerly called ARCHIS)	AR	1574-9401
	NA	WORLD ARCHITECTURE TOP 300 SURVEY	AR	
S		ARQUINE	SD	1405-6151
		ARCCA (AIA CC membership)	SD	
X	NK	ABITARE	IA	00013218
S		DWELL	IA	1530-5309
X	NA	INTERIOR DESIGN - INCLS FREE ONLINE	IA	00205508
	NA	INTERIOR DESIGN BUYERS GUIDE (incl. w/ Interior Design)	IA	
S		WALLPAPER	IA	1364-4475
X	N	METROPOLIS /NY/	FA	02794977

**TOTAL ARCHITECTURE & AASL
CORE LIST TITLES**

HM		AMERICAN SOCIETY OF INTERIOR DESIGNERS MEMBERSHIP	IA	
		ASID ICON (incl. w/ASID membership)	IA	15270580
TS		CONTRACT /FORMERLY/ CONTRACT DESIGN	IA	15306224
NK		ELLE DECOR	IA	10461957
NA		HOUSE BEAUTIFUL /**/ \CDS	IA	00186422
		IDN / INTERNAT'L DESIGNERS NETWORK	IA	1029-4805
NK		INTERNI	IA	11223650
NK		INTERNI ANNUAL (incl. w/Interni)	IA	
NK		INTERNIGUIDA (incl. w/Interni)	IA	
NK		JOURNAL OF DECORATIVE AND PROPAGANDA ARTS	IA	08887314
NK		JOURNAL OF INTERIOR DESIGN	IA	10717641
TK		LIGHTING DESIGN + APPLICATION: LD+A	IA	03606325
TS		MD /FORMERLY/ MD MOEBEL INTERIOR DESIGN	IA	03430642
		PROFESSIONAL LIGHTING DESIGN	IA	
		SOUTHERN ACCENTS (incl. w/ASID membership)	IA	0149516X
NK		WINDOW FASHIONS	IA	08869669
NK		WORLD OF INTERIORS	IA	0264083X
		AMERICAN ART	FA	1073-9300
		ANTIQUES	FA	0161-9284

ART IN AMERICA	FA	0004-3214
ART & ANTIQUES	FA	0195-8208
ARTFORUM	FA	1086-7058
ARTISTS MAGAZINE	FA	0741-3351
ARTNEWS	FA	0004-3273
ARTS OF ASIA	FA	0004-4083
CAA MEMERSHIP/ARTJOURNAL/ART BULLETIN	FA	
SCHOOL ARTS	FA	0036-6463
STUDIES IN THE DECORATIVE ARTS		1069-8825

TOTAL SUPPLEMENTARY TITLES

TOTAL ALL TITLES

titles in green are new as of FY 2006-07

titles in blue are included in cost of a separate title or membership

3.10 Financial Resources

In the five years since the last NAAB visit, the Architecture program has had increasing access to institutional support from the Office of Enrollment Management and University Marketing and the Office of University Advancement; these offices offer more support to architecture than to any program at Woodbury except for the programs in the School of Business. For example, of the \$987,473 in the 2006-07 budget for the Office of University Advancement, an estimated 29% or \$290,398 has benefited the School of Architecture. The Office of Enrollment Management and University Marketing estimates that generally one third of the annual budgets of its departments are allocated to support the architecture program as follows:

1) Recruiting and Admissions (approximately 1/3 of total budget)

2002 - \$ 188,500
2003 - \$ 196,000
2004 - \$ 203,850
2005 - \$ 212,000
2006 - \$ 220,500
2007 - \$ 235,600

2) Marketing and Communications (approximately 1/3 of total budget except for 2007 where additional resources were dedicated to the School of Business in a marketing blitz)

2002 - \$ 285,000
2003 - \$ 285,000
2004 - \$ 285,000
2005 - \$ 285,000
2006 - \$ 325,000
2007 - \$ 300,000

3) Registrar and F/A (approximately 1/3 of total budget)

2002 - \$ 114,800
2003 - \$ 119,500
2004 - \$ 124,000
2005 - \$ 130,000
2006 - \$ 134,300
2007 - \$ 143,500

In the last five years there have been increases in financial resources allocated to architecture's budgets to meet basic needs. However, since the increases do not match growth in enrollment for that period, there is some debate over the sufficiency of the increases to appropriately sustain the program's growth. Furthermore a closer look at access to financial resources for other professional programs at Woodbury relative to their enrollment indicates that the increases in architecture's budget allocations may have fallen short of those available to meet the needs of the other programs.

Annual Budgets

It should be noted that the total annual architecture budget is unlike other Woodbury program budgets. The Burbank/LA budget includes academic expenses and the expenses associated with the Hollywood CCRD. The San Diego budget includes the academic budget and all of the costs associated with having the program at that facility except rent. For example, the San Diego budget includes the salaries and benefits of the administrative director, admissions director, head

of Information Technology, and an administrative assistant, as well as building maintenance, security, and the annual SOAR registration costs.

Since 2001-02 the total annual architecture budget has risen 44% from \$1,867,181 to \$2,697,684 in 2006-07. Broken down for that period, the San Diego budget rose 41% from \$844,562 serving a student FTE of 86, to \$1,1189,914 serving a student FTE of 137. The Burbank/LA budget for that period rose 47% from \$1,022,619 serving a student FTE of 238 to \$1,466,770 serving a student FTE of 369. San Diego had a 59% increase in student FTE for that period and Burbank/LA had a 48% increase for an architecture total of a 51% increase in student FTE.

Annual Expenditures Per Student

In 2006-07 the average annual expenditure per FTE undergraduate student in a professional program at Woodbury was \$5,869. Overall, architecture is under that average at \$5,331, but that cost is driven up because of the extra administrative costs associated with running the San Diego program and maintenance and security costs for the building. Architecture is the only professional program at the university whose annual expenditures per student have gone down in the last five-year period. That number went from \$9,820 per student in 2001-02 to \$8,686 per student in 2006-07 in San Diego, and from \$4,090 per student to \$4,086 per student in Burbank/LA.

The annual expenditure per student in all other programs has gone up since 2001-02 whether they have increased, decreased, or held steady on enrollment. Interior architecture rose 69% from \$2,814 per student to \$4,748 per student (and it should have). Accounting went up 36% from \$4,930 per student to \$6,710 per student. UG business went up 9% from \$3,311 per student to \$3,635 per student. Graphic design went up 61% from \$4,466 per student to \$7,200 per student. Animation went up 111% from \$3,600 per student to \$7,591 per student.

As in the case of San Diego, there is usually an explanation for the differences in expenditures. For example the animation program is currently investing in a complete transition to digital technology and has three full-time faculty for 50-60 students. Graphic design had a decrease of 44% in enrollment since 2002-03, but with a new leadership it is considered to have the potential for growth by as much as 200% in the coming years and maintains three full-time faculty for 50-60 students.

In the five years of the last accreditation term the ratio of FTE students to full-time faculty in architecture went from 37 to one (37:1) to more than 50 to one (50.6:1), up 37%.

Interior architecture went from 43 to one (43:1) to 33 to one (33:1), down 23%. Graphic design went from 53 to one (53:1) to 18 to one (18:1), down 66%. Animation went from 68 to one (68:1) to 20 to one (20:1), down 70%. Accounting held even at 25 to one (25:1). Clearly the other design programs needed to address their need for full-time faculty in the past cycle, as it is assumed that architecture will be able to in the next five-year cycle. For example, it is expected that the ratios will rise in animation and graphic design in the coming five years, while if the enrollment holds steady in architecture, the ratio for 2007-08 is expected to go down to 46 to one (46:1) with the addition of one full-time faculty, and the ratio for 2008-09 is expected to be 39 to one (39:1) with the addition of another.

Woodbury University
Budget Analysis
Summary

Budget Amounts:

Account Description	% Chg. Since 2001	FY 2006-07	% Chg.Over Prior Yr.	FY 2005-06	% Chg.Over Prior Yr.	FY 2004-05	% Chg.Over Prior Yr.	FY 2003-04	% Chg.Over Prior Yr.	FY 2002-03	% Chg.Over Prior Yr.	FY 2001-02
Undergraduate Programs:												
Architecture-Burbank	47%	1,507,770	1%	1,494,088	10%	1,355,425	17%	1,154,348	13%	1,018,058	0%	1,022,619
Architecture-San Diego	41%	1,189,914	14%	1,045,161	13%	927,411	3%	901,981	6%	853,929	1%	844,562
Architecture-Total	44%	2,697,684		2,539,249		2,282,836		2,056,329		1,871,987		1,867,181
Interior Architecture	116%	389,328	6%	368,487	10%	333,861	50%	223,087	9%	205,379	14%	180,101
Graphic Design	-18%	388,773	0%	389,522	2%	381,289	7%	355,321	-7%	382,807	-19%	473,357
Animation	88%	463,073	8%	426,814	23%	346,894	48%	235,063	-3%	242,783	-1%	246,004
Accounting	36%	167,762	7%	156,546	21%	128,927	-1%	130,560	13%	115,477	-6%	123,253
UG Business (Traditional)	21%	414,338	31%	316,558	-18%	386,563	34%	288,488	-4%	301,347	-12%	343,063
Graduate Programs:												
Graduate Program (Traditional)	-49%	198,876	-33%	296,338	-9%	324,772	10%	295,655	-7%	318,783	-19%	392,750
MarchRed	-	138,555	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-

FTE: Including Summer

Account Description	% Chg. Since 2001	FY 2006-07	% Chg.Over Prior Yr.	FY 2005-06	% Chg.Over Prior Yr.	FY 2004-05	% Chg.Over Prior Yr.	FY 2003-04	% Chg.Over Prior Yr.	FY 2002-03	% Chg.Over Prior Yr.	FY 2001-02
Undergraduate Programs:												
Architecture-Burbank	48%	369	1%	364	26%	288	0%	289	21%	238	-5%	250
Architecture-San Diego	59%	137	11%	123	15%	107	8%	99	13%	88	2%	86
Architecture-Total	51%	506		487		396		388		326		336
Interior Architecture	28%	82	-4%	85	-7%	91	1200%	7	-87%	55	-14%	64
Graphic Design	-49%	54	-11%	61	-9%	67	-11%	75	-23%	98	-8%	106
Animation	-11%	61	-5%	64	0%	64	-8%	68	1%	67	-2%	68
Accounting	0%	25	-4%	26	8%	24	4%	23	-4%	24	-4%	25
UG Business (Traditional)	11%	114	7%	107	-9%	118	8%	109	-10%	121	17%	103
Graduate Programs:												
Graduate Program (Traditional)	9%	131	4%	126	-3%	130	10%	118	-3%	122	2%	120
MarchRed	-	9	29%	7	600%	1	0%	1	0%	1	0%	1

Budget per FTE: Including Summer

Account Description	% Chg. Since 2001	FY 2006-07	% Chg.Over Prior Yr.	FY 2005-06	% Chg.Over Prior Yr.	FY 2004-05	% Chg.Over Prior Yr.	FY 2003-04	% Chg.Over Prior Yr.	FY 2002-03	% Chg.Over Prior Yr.	FY 2001-02
Undergraduate Programs:												
Architecture-Burbank	0%	4,086	0%	4,105	-13%	4,706	18%	3,994	-7%	4,278	5%	4,090
Architecture-San Diego	-12%	8,686	2%	8,497	-2%	8,667	-5%	9,111	-6%	9,704	-1%	9,820
Architecture-Total	-4%	5,331	2%	5,214	-10%	5,765	9%	5,300	-8%	5,742	3%	5,557
Interior Architecture	69%	4,748	10%	4,335	18%	3,869	-88%	31,870	753%	3,734	33%	2,814
Graphic Design	61%	7,200	13%	6,386	12%	5,691	20%	4,738	21%	3,906	-13%	4,466
Animation	111%	7,591	14%	6,669	23%	5,420	57%	3,457	-5%	3,624	1%	3,600
Accounting	36%	6,710	11%	6,021	12%	5,372	-5%	5,677	18%	4,812	-2%	4,930
UG Business (Traditional)	9%	3,635	23%	2,958	-10%	3,276	24%	2,647	6%	2,490	-25%	3,331
Graduate Programs:												
Graduate Program (Traditional)	-54%	1,518	-35%	2,352	-6%	2,498	0%	2,506	-4%	2,613	-20%	3,273
MarchRed	-	15,395	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-

One-time Capital Expenditures

Since the 2002 NAAB visit Woodbury University's primary one-time capital expenditures have been in major project construction. In year 2001-02, a \$1.3 million capital expense was in completing the New Woody's Café and Cabrini Auditorium. In year 2005-06, a \$1.2 million capital expense was for the new Kirby Hall sprung structure/studio building housing interior architecture students, and for the initial phases of a new parking lot on the upper campus. In year 2006-07, a \$9.1 million capital expense was for the completion of the new parking lot and the initial construction for the new School of Architecture studio building and the new School of Business building.

Total Capital Investment Per Student

Aside from the one-time capital expenditures, Woodbury University has regular annual capital expenditures that fall into four main areas:

- 1) Building and maintaining the library collection
- 2) New equipment, furniture and fixtures
- 3) New computers and software
- 4) Building improvements

In 2001-02, the total regular capital expenses amounted to \$780,431, or \$678 per FTE student. Statistically it could be said that \$227,808 in regular capital expenses were for architecture students. Of the total regular capital expenses that year:

9% or \$63,371 was dedicated to the library collection,
59% or \$457,899 was dedicated to equipment and furniture,
24% or \$185,705 was dedicated to computers and software and
8% or \$56,397 was dedicated to building improvements.

In 2002-03, the total regular capital expenses amounted to \$380,968, or \$338 per FTE student. Statistically it could be said that \$80,524 in regular capital expenses were for architecture students. Of the total regular capital expenses that year:

8% or \$30,283 was dedicated to the library collection,
4% or \$14,572 was dedicated to equipment and furniture,
37% or \$140,835 was dedicated to computers and software and
51% or \$195,275 was dedicated to building improvements.

In 2003-04, the total regular capital expenses amounted to \$639,157, or \$553 per FTE student. Statistically it could be said that \$214,564 in regular capital expenses were for architecture students. Of the total regular capital expenses that year:

10% or \$61,173 was dedicated to the library collection,
16% or \$99,704 was dedicated to equipment and furniture,
33% or \$198,845 was dedicated to computers and software and
44% or \$279,434 was dedicated to building improvements.

In 2004-05, the total regular capital expenses amounted to \$880,698, or \$680 per FTE student. Statistically it could be said that \$269,309 in regular capital expenses were for architecture students. Of the total regular capital expenses that year:

12% or \$102,928 was dedicated to the library collection,
35% or \$310,226 was dedicated to equipment and furniture,
36% or \$318,337 was dedicated to computers and software and
17% or \$149,204 was dedicated to building improvements

In 2005-06, the total regular capital expenses amounted to \$1,220,031, or \$925 per FTE student. Statistically it could be said that \$376,461 in regular capital expenses were for architecture students. Of the total regular capital expenses that year:

7% or \$87,953 was dedicated to the library collection,
15% or \$183,130 was dedicated to equipment and furniture,
21% or \$267,140 was dedicated to computers and software and
55% or \$681,805 was dedicated to building improvements

In 2006-07, the total regular capital expenses amounted to \$755,936, or \$571 per FTE student (this significant drop is surely due to the crunch created by the large one-time capital expense of over \$9 million for the period). Statistically it could be said that \$290,639 in regular capital expenses were for architecture students. Of the total regular capital expenses that year:

- 7% or \$42,399 was dedicated to the library collection,
- 32% or \$239,621 was dedicated to equipment and furniture,
- 42% or \$320,504 was dedicated to computers and software and
- 20% or \$153,410 was dedicated to building improvements

The following table is a listing of regular annual computer lab expenditures broken into costs per student per department per year. This table attempts to give a rough estimate of IT lab costs per student across the different Woodbury departments. It does so by estimating the percent that a lab is used by a specific department (see 'Labs' tab for breakdowns), as compared to labs that are shared by all departments, to estimate approximate disciplinary specific cost drivers (such as programs, hardware, maintenance agreements, etc). These numbers are then combined with the overall budget numbers for IT and the enrollment numbers to apportion, for each major's headcount, the approximate level of lab costs.

This analysis is very limited, as the real cost drivers for each program vary widely. It is intended to give a rough approximation of costs across departments, and should not be used for any fine-grained analysis.

IT Costs by Student
August 2007
Costs per Student by Department

College	Department	Campus	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
Arch	Architecture	Burbank	625	633	649	637	654	622	644	714
	Architecture	SD	1,466	1,150	1,161	1,130	1,168	999	945	944
MCD	Animation Arts	Burbank	796	751	808	787	832	843	934	1,059
	Fashion Design	Burbank	649	657	617	576	574	562	606	679
	Graphic Design	Burbank	606	600	635	637	726	771	845	1,023
	Interior Architect	Burbank	623	653	629	592	607	579	620	685
	Bus	Bus/Management	Burbank	458	453	465	458	483	476	504
Bus	Accounting	Burbank	518		547	532	581	570	611	714
	Computer Info Sys	Burbank	529	524	541	562	621	638	805	1,204
	Information Tech	Burbank							1,203	1,051
	Fashion Marketing	Burbank	554	562	576	562	595	594	593	680
	Marketing	Burbank	821	680	645	615	670	754	699	753
	ITS	Interdisciplinary	Burbank							
ITS	Nat & Social Sci	Burbank	449	444	455	448	470	463	487	538
	Humanities	Burbank	449	444	455	448	470	463	487	538

Development and Advancement Activities

Woodbury University has continued to grow its advancement functions since establishing an Advancement Office in 1994. Under the current vice president, a separate Development Office and a Careers and Alumni Office were established in 2006. Both these offices are providing more support for the School of Architecture. In particular, Rose Nielsen is now a director of development who spends a significant portion of her time on architecture, and through another staff member the annual giving function is more aggressively soliciting architecture alumni and parents. The Careers and Alumni Office continues to grow the base building efforts for the School of Architecture and the university through revamped career development and alumni connection

efforts. Of the \$987,473 in the 2006-07 budget for advancement, an estimated \$290,398 has benefited the School of Architecture.

A specific area where this support is evident is the \$27 million Building Initiative that includes \$7 million in private gifts and grants. The School of Architecture is a prime beneficiary of this effort and to date some \$5.5 million has been raised with a portion of these funds being used to build the new 19,630 square foot studio building in the architecture complex. University trustees have personally given \$2.3 million of this amount, while foundations and other individuals have provided \$2.2 million. Major gifts (\$100,000 or more) committed or received for this initiative are detailed below. The second largest foundation grant (Ahmanson Foundation) was received for the architecture building.

Ahmanson Foundation	\$500,000 – Architecture Building
Brian Bowman	\$150,000 – Building Initiative
Stephen Chandler	\$200,000 – Building Initiative
Fletcher Jones Foundation	\$750,000 – Building Initiative
Henry L. Guenther Fdn.	\$100,000 – Building Initiative
George Isaacs	\$1 Million – Building Initiative
C. Edward Spiegel	\$100,000 – Building Initiative
Dr. Jerome and Judith Tamkin	\$100,000 – Building Initiative
George Hensel	\$102,000 – Building Initiative
Robert W. Kummer, Jr.	\$250,000 – Building Initiative
Leonis Malburg	\$1 Million – Business Building (Atrium)

The university has also increased unrestricted giving to \$313,480, and this amount benefits architecture as a part of the annual budget in 2006-07. Pre-audit financials indicate that the university has increased private gifts and grants to \$3.6 million, an amount that has tripled in the last four years. Since 2004, Woodbury has annually received a \$1 million gift from an individual. The first gift helped provide resources for the Julius Shulman Institute in the School of Architecture

TOTAL GIVING BY FINANCIAL CLASSIFICATION

	FY 2006-07	FY 2005-06	FY 2004-05	FY 2003-04	FY 2002-03
Unrestricted	\$ 313,480	\$ 229,334	\$ 229,761	\$ 143,988	\$ 215,116
Temporarily Restricted	2,932,404	1,758,383	1,825,766	649,827	527,280
Permanently Restricted	400,000	350,000	100,000	251,000	0
Total Private Gifts & Grants	\$ 3,645,884	\$ 2,337,717	\$ 2,155,527	\$ 1,044,815	\$ 742,396

Since the last NAAB visit, architecture program administrators including the former dean of Architecture and Design, the School of Architecture director (formerly Chair of Architecture) and the Architecture Alumni Development officer have all given large enough annual gifts to the program to make them members of the President's Round Table. Working alongside Rose Nielsen in the Office of University Advancement, the director of Architecture played a significant role in the activities that led to the \$1,000,000 gift from Julius Shulman to initiate the Julius Shulman Institute at Woodbury. The director also worked with Rose Nielsen to cultivate the relationship with Maxine Frankel that resulted in her increasing annual giving and finally the establishment of the \$50,000 annual awards program by her family. This year the director secured a gift from MODERNICA to help furnish a new School of Architecture Conference Room. Other than what has been mentioned above, within the architecture program itself, development activity has remained limited since the last visit. However, with the reorganization of the School of Architecture and Design into the School of Architecture and the School of Media, Culture and Design, the office of the director of Architecture will have increased fundraising responsibility. The new School of Architecture Communications Office position is expected to have a positive impact on the school's development activities as well.

Endowments

Since 2004, the university has received \$1.1 million from a bequest of Jeanne R. Woodbury to benefit architecture student scholarships, and should receive an additional \$600,000 for this endowment in the coming year. This did not add to the institutional scholarship aid available to architecture students, however, it simply freed up institutional funds back into the general fund. The School of Architecture is asking that these funds be redirected to the school for an annual scholarship program to help initiate its new M.Arch graduate program. Two years ago, the Frankel Family Foundation set aside \$1 million for Woodbury to provide \$50,000 in annual awards for faculty and students in architecture and fashion. Finally, the estate of Jan Stussy has provided a gift of art that will be liquidated to initiate an Architecture Endowment and fund a chair for the school. Woodbury University's total endowment has grown from \$7 million at the time of our last report to \$12 million today, as a product of new gifts and the results from the university's investment strategies.

Scholarships

The university has continued to increase its own financial aid program for both need- and merit-based awards. In fiscal 2006-07, the university awarded \$6.3 million in funds to students, with architecture students receiving \$2.6 million or 42% of those funds. Donor-based scholarships have continued to increase through the solicitation of named scholarships, which provide \$2,500 awards. Trustee Louis Naidorf, FAIA and his wife Sandra, as well as trustee Eddie S. Y. Yang, AIA and his wife Betty, have been particularly supportive of this effort with funds designated for architecture students. A business alumnus, Robert H. Baker of San Diego, has established a scholarship fund that is providing \$5,000 awards to Woodbury students with extreme financial need. One of the first Baker Scholarships will benefit an architecture student at our San Diego facility.

Every traditional undergraduate student admitted to Woodbury University can qualify for an institutional merit scholarship based upon an academic index for freshmen and based on college GPA for transfer students as follows:

Freshmen Index

$$(GPA (4.0) \times 12.5) + (SAT \times .03125) = \text{index}$$

For example, the index of a student with a GPA of 3.0 and an SAT of 1000 is calculated as follows:

$$3.0 \times 12.5 + 1000 \times .03125 = \text{index}$$

$$37.5 + 31.25 = 68.75$$

GPA's are to a 4.0 scale, with the maximum possible GPA of 4.0. ACT scores are converted to SAT. The index is then matched to the following rubric to determine the amount of the first year award that can be maintained each year if the student keeps a Woodbury GPA of 3.0:

F1	Index of 80.0 and higher	\$ 10,000
F2	Index of 67.0 to 79.99	\$ 7,500
F3	Index of 60.0 to 66.99	\$ 5,000
F4	index below 60.0	0

Transfer GPA

T1	GPA 3.5 and higher	\$ 6,000
T2	GPA 3.00 to 3.49	\$ 5,000
T3	GPA 2.5 to 2.99	\$ 4,000
T4	GPA below 2.5	0

Architecture students received 28% of the institutional scholarships and grants in 2002-03, 33% in 2003-04, 34% in 2004-05, 37% in 2005-06 and 38% in 2006-07.

SCHOLARSHIOPS AND INSTITUTIONAL GRANTS

Comparison of years 2002-03, 2003-04, 2004-05, 2005-06, 2006-07

	2002-03		2003-04		2004-05		2005-06		2006-07	
	#	\$	#	\$	#	\$	#	\$	#	\$
NAMED SCHOLARSHIPS										
Mabel Wilson Richards	1	2,500	1	2,500	1	2,500	1	2,500	1	2,500
Ann Peppers Scholarship					2	2,632	3	3,750		
Frankel Foundation					3	20,200	2	12,800	3	10,000
Ellen Campbell Scholarship							1	1,200		
Mirian McDonald Scholarshiop							1	4,000	1	3,215
Bob Parrish Memorial Scholarship							1	2,600		
School of Architecture and Design							1	2,500		
School of Interior Architecture							1	1,500		
Sandra & Louis Naidorf Schol.							1	2,500		
Rozella Stillman Knox Mem Schol.									1	2,500
Eddie Wang Scholarship									1	2,500
Architecture Republic of Congo	1	<u>20,799</u>	1	<u>22,824</u>	—	—	—	—	—	—
TOTALS	2	\$23,299	2	\$25,324	6	\$25,332	12	\$33,350	7	\$20,715

ENDOWED SCHOLARSHIPS

Jacqueline P. Doud							1	1,000		
Carl Eyerick	6	14,500					2	5,562		
Robert Laatsch	3	4,050					1	2,500		
Bowman Family Scholarship							1	2,500		
Harvy Cova							1	5,000		
Fletcher Jones Foundation	5	7,550					2	4,000	5	5,000
Dora Kirby							1	2,500		
Wanda McQuary Scholarship	1	<u>1,164</u>	—	—	—	—	—	—	—	—
TOTALS	15	\$27,264	0	\$0	0	\$0	9	\$23,062	5	\$5,000

PRIVATE SCHOLARSHIPS:

Private	<u>14</u>	<u>34,653</u>	<u>10</u>	<u>27,137</u>	<u>7</u>	<u>21,100</u>	<u>15</u>	<u>40,578</u>	<u>16</u>	<u>34,781</u>
TOTALS	14	\$34,653	10	\$27,137	7	\$21,100	15	\$40,578	16	\$34,781

INSTITUTIONAL Scholarships & Grants:

Burbank	221	1,173,571	250	1,417,217	287	1,713,822	333	1,985,733	386	2,156,996
San Diego	<u>49</u>	<u>261,306</u>	<u>84</u>	<u>428,156</u>	<u>114</u>	<u>613,726</u>	<u>129</u>	<u>631,784</u>	<u>114</u>	<u>481,367</u>
TOTALS	270	\$1,434,877	334	\$1,845,373	401	\$2,327,548	462	\$2,617,517	500	\$2,638,363

3.11 Administrative Structure

Woodbury University is fully accredited by WASC and prints the following approved statement in its catalog:

"Woodbury University is accredited by the Senior Commission of the Western Association of Schools and Colleges (WASC: 985 Atlantic Avenue, Suite 100; Alameda, CA 94501; 510-748-9001) and is approved by the Postsecondary Commission, California Department of Education. WASC granted Woodbury its original regional accreditation in 1961."

Two websites offer further information: <http://www.woodbury.edu/woodbury2.aspx?pgID=1297> describes the university's current accreditation status and process; and <http://www.wascenior.org/wasc/> provides a downloadable list of accredited institutions.

Governance and Administration

University Systems of Governance and Administration

The working relationship between the administration officers, faculty, and staff is one of cooperation, flexibility, and accessibility at all levels. The university self-governance policy allows academic departments, under the guidance of department chairs, school directors, and with the support of the senior vice president, cabinet and board of trustees, to administer their programs and develop educational plans that meet both departmental goals and university expectations to provide successful professional programs for our students.

The educational and administrative systems conform to the bylaws of the university and to rules outlined by the university's Policies and Procedures Manual, as well as the constitution and policies set forth in the Faculty Handbook. Administrative prerogative and faculty governance as defined in those documents determines specific processes. The faculty, in their units and as a whole, has the power to recommend or endorse all areas of educational policy, including curriculum, faculty qualifications, and admission standards. The process requires consent of the various faculty units, the faculty governance body, the senior vice president who serves as the chief academic office (CAO), and president. In some cases, the consent of the board is also required.

There are regular meetings of all groups in which information is shared. In addition, the School of Architecture's faculty meets at least twice monthly, and among other things, reviews, comments, and responds to university administration via the director. The director serves as a liaison and advocate for the faculty, staff, and students of the school.

These procedures have proven effective and have passed the review of various accrediting bodies, including WASC.

The university administrative and governance structure is based in the following entities:

Board of Trustees

The governance and administrative structure of Woodbury is clearly stated in the Bylaws of Woodbury University, a California Nonprofit Public Benefit Corporation. The board of trustees is Woodbury University's governing body, providing policy leadership and oversight, and endowed with the responsibility of meeting the needs and guiding the direction of the university as a whole.

The board consists of 30 individuals who have diverse experience in education, design, business, law, philanthropy, medicine, and public service, two of whom are Woodbury alumni. Trustees are appointed to serve five-year terms that are renewable. Their primary powers, as stated in the bylaws, are "a) to determine the corporation's goals and objectives and assure that plans and programs are designed to meet them, and b) to establish policies for administering the affairs of this corporation." The means to fulfill these objectives is outlined in the bylaws under Article IV, BOARD OF TRUSTEES.

The president is a member of the board of trustees and is designated as the chief executive. He presides over the:

Cabinet of University Officers

The cabinet informs the president concerning affairs in all the university's areas and gives advice on policy affecting the university as a whole.

Kenneth R. Nielsen, Ed.D., President
Phyllis Cremer, Ed.D., Associate Vice President, Student Development
Steve Dyer, Vice President, Information Technology and Planning
Seta Javor, Executive Assistant to the President, Secretary to the Board of Trustees
Ken Jones, Vice President, Finance and Administration
Richard M. Nordin, Vice President, University Advancement, Alumni
David M. Rosen, Ph.D., Senior Vice President, Academic Affairs
Don E. St. Clair, Vice President, Enrollment Management and University
Marketing, Admissions

Presidential Advisory Committees

The president convenes several university-wide committees who provide advice in specific and sensitive areas of community-wide interest.

Space Planning Committee

(Director Norman Millar serves on this committee and has served as its chair.)

The committee solicits and prioritizes requests from academic and administrative units for needed facilities and oversees the coordination of campus-wide summer building and maintenance projects.

Technology Steering Committee

(Associate Director Ingalll Wahlroos-Ritter serves on this committee and previously Professor Gerard Smulevich served on it.)

The committee oversees and coordinates technology issues specifically as they pertain to information technology, computer labs, software, etc. It makes annual recommendations about the purchase of equipment and software in keeping with the university's strategic needs.

President's Task Force on a Sustainable Campus

(Professor Vic Liptak and Professor Gerard Smulevich serve on this task force.)

The committee advises the president on policies and on operations to create and sustain a "green" campus.

Budget Advisory Committee

(Director Norman Millar serves on this committee.)

The committee recommends the allocation of funding for strategic purposes as part of the yearly budget. It also helps track the allocation of resources and makes recommendations relevant to the appropriate use of those resources.

Faculty Governance

Constitution of the Woodbury University Faculty Association and Senate

The Bylaws of Woodbury University provide the mechanism for the members of the Woodbury University Faculty Association (WUFA) to organize a self-governing structure. The WUFA membership consists of all full-time faculty and adjunct faculty under current contract whose primary responsibility at Woodbury University is teaching. Through its organization the faculty receives and reviews proposed faculty and university policy changes, recommends faculty appointments, contract renewals, and advancement through the elected personnel committee, oversees faculty elections and the appointment of non-elected committees, advises the administration with regards to admissions and academic standards, and assesses and makes recommendations to the administration regarding academic resources.

The Faculty Senate and WUFA Governing Committees

(Professor Vic Liptak currently serves as the president of the senate and thus dean of faculty. Associate Director Catherine Herbst serves on the senate as school representative and

Professor Nick Roberts serves on the senate as one of the university at-large representatives. Since the last NAAB visit professors Paulette Singley, Gerard Smulevich and Vic Liptak have also served as senators.) The senate is a faculty governing body that serves to represent the aspirations and responsibilities of the WUFA membership. WUFA elects the senate from its membership for two-year terms to serve as its representative body. The senate meets once a month and has a joint meeting with the WUFA membership once each term or more frequently as the business of the university may require.

Personnel Committee (elected)

(Professor Vic Liptak serves ex-officio as dean of faculty to convene this committee. Professor Paulette Singley currently serves on this committee. Since the last NAAB visit, Professor Stan Bertheaud, Director Norman Millar, and Professor Jeanine Centouri have also served on the committee.) The committee evaluates and makes recommendations to the university president regarding the qualifications of all persons under consideration for appointment or reappointment to the full-time faculty, the qualifications of all candidates under consideration for rank, placement, and promotion, and applications for sabbatical leave. In addition, it makes recommendations to the senate and thus to the administration on what university-wide standards should be applied in the determination of all personnel matters.

Educational Planning Committee (EPC) (appointed)

(Professor Vic Liptak serves on this committee.) The committee makes recommendations relevant to all new academic programs and all major changes to existing programs. It reviews and makes recommendations about all existing programs as part of the academic program review process. The committee is currently charged with the coordination and development of a Master Academic Plan in collaboration with the individual academic units. This plan, part of the WASC accreditation process, will serve as a guide for future institutional development.

Curriculum Committee (appointed)

(Since the university-wide reorganization of the schools, Architecture has not had representation on this committee.) The committee evaluates existing curricula and conducts a systematic review of bulletin descriptions of courses and course prerequisites; considers proposed modifications of courses; recommends research on the quality and efficacy of the instructional program and makes recommendations on the basis of that research; reviews and makes policy recommendations on grading policies, withdrawals, incomplete grades, independent studies, retroactive withdrawals, residency requirements, academic overloads, and grade changes.

Faculty Development Committee (appointed)

(Professor Nick Roberts has served on this committee since the last NAAB visit. Currently Architecture is not represented.) The committee oversees the distribution of faculty funds that assist faculty in undertaking creative activities, additional education, and scholarly research.

Academic Appeals (appointed)

(Professor Jeanine Centuori serves on this committee. Since the last NAAB visit, Professor Paulette Singley has also served.) The committee reviews and decides all exceptions to faculty academic policy in response to individual student petition, and recommends to the appropriate faculty committee review and policy based on that process.

Institutional Review Board

Woodbury University policy requires that researchers respect and protect the rights and welfare of individuals recruited for, or participating in, research conducted by or under the

auspices of Woodbury University. The Institutional Review Board (IRB) oversees the protection of human subjects in research projects conducted by or under the auspices of Woodbury University. Woodbury University will be guided by the principles set forth in the Belmont Report in accordance with Title 45 Code of Federal Regulations, Part 46 (45 CFR 46). Further, the actions of Woodbury University will also conform to all applicable federal, state and local laws and regulations.

Common Professional Component Review

This committee evaluates the credentials of incoming MBA students – non-business majors mostly – to determine if they need any preparation for entry into the MBA program.

WASC Reaccreditation Steering Committee (WRSC)

Professor Nick Roberts currently serves on the university’s WASC Reaccreditation Steering Committee.

In conjunction with the steering committee’s efforts, two other committees function to fulfill the second and third phases of reaccreditation:

Capacity and Preparatory Review

This committee evaluates resources, policies, and finances. Professor Gerard Smulevich serves on this committee.

Student Success Task Force

This committee is charged with evaluating student support services and best practices. Professors Vic Liptak and Paulette Singley serve on it.

San Diego Ad Hoc Committee

Associate Director Catherine Herbst and Professors Stan Bertheaud and Josh Safdie serve on this committee.

3.12 Professional Degrees

Bachelor of Architecture

The School of Architecture offers a five-year, ten-semester, Bachelor of Architecture Degree with a total requirement of 160 credit-hours, 97 of which are in Architecture. Of the 51 credit-hours required in General Education, 21 are required and 30 are elective. The remaining 12 credit-hours are unrestricted.

ARCHITECTURE MAJOR CURRICULUM

Leading to the Bachelor of Architecture (B.Arch.) Degree	Units
Major (M)	97
General Education (GE)	30
Designated General Education (GE*)	21
Unrestricted electives (UE)	12
Minimum semester hours required	160
Minimum 300 hours work experience required (Recommended GE courses indicated in brackets.)	

SUGGESTED SEQUENCE OF REQUIRED COURSES

FIRST YEAR

Fall Semester

AR 114 Design Communication 1	3 M
AR 182 Design Studio 1A: Principles & Processes,	

Bodies and Objects	4 M
AW 111 Academic Writing I	3 GE
IS 10x Interdisciplinary Studies course	3 GE
MA 249 College Algebra	3 GE*
Spring Semester	
AR 183 Design Studio 1B: Natural Tendencies	4 M
AR 211 Design Communication 2	3 M
FN 205 History of Contemporary Art	3 GE*
MA 251 Trigonometry with Descriptive Geometry	3 GE*
AW 112 Academic Writing II	3 GE
SECOND YEAR	
Fall Semester	
AR 243 Materials and Methods	3 M
AR 267 World Architecture 1	3 M
AR 281 Design Studio 2A: Program and Space	5 M
SC 240 Physics I	3 GE*
CO 120 Public Speaking	3 GE
Spring Semester	
AR 250 Professional Practice 1: Documentation & Codes	3 M
AR 283 Design Studio 2B: Site Orders	5 M
AR 268 World Architecture 2	3 GE*
SC 241 Physics II	3 GE*
— xxx General education elective (PH 201, Introduction to Philosophy)	3 GE
THIRD YEAR	
Fall Semester	
AR 326 Structures 1	3 M
AR 330 Theory of Architecture	3 M
AR 383 Design Studio 3A: House and Housing	6 M
— xxx General education elective	3 GE
— — Unrestricted elective	3 UE
Spring Semester	
AR 327 Structures 2	4 M
AR 384 Design Studio 3B: Structure, Systems, Space and Form	6 M
AR 425 Environmental Systems	3 M
— — Humanities (PH 310, Aesthetics) or IS core	3 GE
FOURTH YEAR	
Fall Semester	
AR 366 Contemporary Issues: Practice and Theory	3 M
AR 487 Design Studio 4A: Comprehensive Design	6 M
— — Social science (EC 200, Introduction to Economics) or IS core	3 GE
— 3xx General education elective	3 GE
Spring Semester	
AR 334 Urban Design Theory	3 M
AR 489 Design Studio 4B: Urbanism	6 M
— 3xx General education elective	3 GE
— — Social science or IS core	3 GE
FIFTH YEAR	
Fall Semester	
AR 448 Professional Practice 2: Research and Pre-Design	3 M
AR 464 Systems Integration	3 M
AR 491 Design Studio 5A: Contemporary Topics	6 M

— — Unrestricted elective	3 UE
Spring Semester	
AR 450 Professional Practice 3: Documents & Project Administration	3 M
AR 492 Degree Project	6 M
— — Unrestricted elective	3 UE
— — Unrestricted elective	3 UE

ARCHITECTURE ELECTIVE COURSES:

AR 112 Drawing	3
AR 166 Southern California Architecture	3
AR 186 Case Studies in Architecture	3
AR 269 Object Making	3
AR 293 Second Year Open Studio 1	5
AR 293.1 Second Year Open Studio 2	5
AR 350 Publications	3
AR 351 Design, Animation and Simulation in the Digital Environment	3
AR 352 Fictional Cartographies	3
AR 375 Urban Environment: Foreign Study	3
AR 393 Third Year Open Studio 1	6
AR 393.1 Third Year Open Studio 2	6
AR 456 Marketing Professional Services	3
AR 458 Real Estate Development	3
AR 468 Digital Media	3
AR 475 Foreign Study Summer Studio	6
AR 493 Fourth Year Open Studio 1	6
AR 493.1 Fourth Year Open Studio 2	6
AR 493.2 Fourth Year Open Studio 3	6
AR 495 Internship	3

WORK EXPERIENCE

Prior to graduation, candidates for the Bachelor of Architecture degree must complete 300 hours of work in the office of an approved architect or allied professional. The work experience must be accomplished after the completion of the second year and prior to the completion of the fifth year. With the aim of maintaining the highest level of excellence in course work, full-time students are encouraged to work no more than 20 hours per week.

MINORS

Architecture students wishing to minor in another discipline have the following choices available to them.

ART HISTORY MINOR

Select at least 1 course from the following:

GD 240 Digital Photography	3 units
FO 101 Beginning Drawing	3 units

Select at least 2 from the following:

AN 240 History of Animation	3 units
AR 267 World Architecture I	3 units
AR 268 World Architecture II	3 units
FD 160 History of Fashion I	3 units
FD 161 History of Fashion II	3 units
FN 202 History of Ancient Art	3 units

FN 203 History of European Art	3 units
FN 204 History of Modern Art	3 units
FN 205 History of Contemporary Art	3 units
FN 210 History of Eastern Art	3 units
FN 211 History of Latin American Art	3 units
FN 220 History of American Film	3 units
GD 260 History of Graphic Design	3 units
IA 164 History 1, Ancient-1800	3 units
IA 165 History 2, 1750-Present	3 units
MU 201 History of Music	3 units

Select at least 2 from the following:

FN 320 Tribal and Traditional Art	3 units
FN 322 Studies: Great Masters	3 units
FN 330 Studies: Great Movements	3 units
IS 327 Film and Literature	3 units
IS 329 Harlem Renaissance	3 units
IS 322 Music and Literature	3 units

Minimum unit requirement: 15 units

PHILOSOPHY MINOR

Select 1 course from the following:

PH 201 Introduction to Philosophy	3 units
PH 210 Ethical Systems	3 units
PH 230 Logic	3 units

Select 4 from the following courses:

IS 310 Postmodernism	3 units
PH 310 Aesthetics	3 units
PH 311 Moral Philosophy	3 units
PH 312 Philosophy of Religion	3 units
PH 313 Modern Thought	3 units
PH 314 Existentialism	3 units
PH 315 History of Ideas I	3 units
PH 316 History of Ideas II	3 units

Minimum unit requirement: 15 units

ACCOUNTING MINOR

AC 205 Principles of Accounting I	3 units
AC 206 Principles of Accounting II	3 units
AC 300 Cost Accounting	3 units
AC 304 Intermediate Accounting I	3 units
AC 3xx/4xx (Any upper division accounting course)	3 units

Minimum unit requirement 15 units

BUSINESS MINOR (FOR NON-BUSINESS MAJORS)

AC 205 Principles of Accounting I	3 units
MG 100 Introduction to Business	3 units
MG 310 Principles of Management	3 units
MR 301 Principles of Marketing	3 units
FI 360 Finance	3 units

Minimum unit requirement 15 units

ENTREPRENEURSHIP MINOR (FOR NON-BUSINESS MAJORS)

MG 100 Introduction to Business	3 units
AC 205 Principles of Accounting I	3 units
MR 301 Principles of Marketing	3 units
EP 310 Fundamentals of Entrepreneurship	3 units
EP 330 New Venture Creation	3 units
Minimum unit requirement	15 units

FASHION MARKETING MINOR

FM 115 Introduction to Fashion Business	4 units
FM 235 Trend Analysis	3 units
FM 245 Fashion Promotion Lab	3 units
MR 301 Principles of Marketing*	3 units

Select one of the following
(for IT and non-business majors)

FM 246 Retail Fashion Buying	3 units
FM 375 Field Experience	3 units
MR 310 Consumer Behavior	3 units
Minimum unit requirement	16 units

Select two of the following (for Business majors)

FM 246 Retail Fashion Buying	4 units
FM 375 Field Experience	3 units
MR 310 Consumer Behavior	3 units
Minimum unit requirement	16 units

* MR 301 will not count as minor course for students who are required to take the course as part of their major.

INFORMATION TECHNOLOGY MINOR

IT 113 Intro to Information Technology	3 units
IT 164 Intro to Programming Using Java	3 units
IT 232 Systems Analysis and Design	3 units
IT 242 Introduction to Databases	3 units
IT 2xx/3xx One IT elective course	3 units

MARKETING MINOR (for Design majors)

MG 100 Introduction to Business	3 units
MR 301 Principles of Marketing	3 units
Select three of the following	
MR 312 Public Relations	3 units
MR 321 Advertising & Promotion Mgmt	3 units
MR 340 Marketing Management	3 units
MR 341 Marketing on the Internet	3 units
CO 209 Introduction to Advertising	3 units
Minimum unit requirement	15 units

ANIMATION MINOR (for Design Majors)

AN 100 Animation Principles	3 units
AN 121 Storyboarding	3 units
AN 261 Intro to 2D Computer Animation	3 units

AN 102 Beginning Figure Drawing 3 units

Select 1 from the following courses:

AN 221 Animation Drawing 3 units

AN 230 Conceptual Art 3 units

AN 325 Animation as Actor 3 units

AN 330 Animal Drawing 3 units

AN 262 Intro to 3D Computer Animation 3 units

Total Units 15

COMMUNICATION MINOR

CO 210 Interpersonal Communication 3 units

CO 220 Media Culture 3 units

CO 329 Visual Communication 3 units

Select one from the following lower-division electives:

CO 203 Communication Theory 3 units

CO 204 Introduction to Public Relations 3 units

CO 209 Introduction to Advertising 3 units

CO 230 Research Methods 3 units

CO 231 Oral Interpretation of Literature 3 units

CO 232 Screenwriting 3 units

CO 233 Digital Video Editing 3 units

Select one from the following upper-division electives:

CO 305 Ideology and Persuasion 3 units

CO 307 Rhetorical Theory 3 units

CO 310 Argumentation and Debate 3 units

CO 312 Communication and Culture 3 units

CO 314 Journalism 3 units

CO 315 Story Structure 3 units

CO 323 Communication & Popular Culture 3 units

CO 326 Crisis Communication 3 units

CO 327 Communication and the Sexes 3 units

CO 328 Family Communication 3 units

CO 370 Special Topics 3 units

Minimum unit requirement 15 units

FASHION DESIGN MINOR (for students in other majors)

FD 111 Sketching I 2 units

FD 213 Prof Practices in Fashion Design 3 units

FD 125 Technical Studio I 4 units

FD 130 Textiles 3 units

FD 161 History of Fashion 2 3 units

Minimum unit requirement 15 units

GRAPHIC DESIGN MINOR

GD MINOR (for Design and Architecture Majors)

GD 106 Intro to Graphic Design 3 units

GD 107 Digital Practice 3 units

GD 215 Type 1 3 units

GD 309 Graphic Design 3 units

Select one from:

GD 216 Type 2	3 units
GD 315 Package Design	3 units
GD 240 Digital Photography	3 units
GD 207 Digital Production	3 units
GD 310 Communication Design	3 units
Total units	15

INTERIOR ARCHITECTURE MINOR

(for Architecture majors ONLY)

FO 103 Color Theory	3 units
IA 252 Space Planning	3 units
IA 328 Tectonics 2: Detail Design	3 units
IA 366 Contemporary IA History & Theories	3 units
IA 365 Lighting Design	2 units
IA 282 Design Studio 4	4 units
Minimum unit requirement	16 units

PSYCHOLOGY MINOR

PS 200 Introduction to Psychology	3 units
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Select 4 from the following courses:

IS 312 Terrorism	3 units
PS 300 Social Psychology	3 units
PS 301 Group Processes	3 units
PS 302 Research Methods	3 units
PS 305 Personality	3 units
PS 306 Influence and Persuasion	3 units
PS 309 Abnormal Psychology	3 units
PS 310 Developmental Psychology	3 units
PS 311 Human Sexuality	3 units
PS 312 Environmental Psychology	3 units
PS 314 Psychology of Gender	3 units
PS 315 Industrial/Organizational Psychology	3 units
PS 316 Cross-Cultural Psychology	3 units
PS 317 Consumer Psychology	3 units
PS 318 Media Psychology	3 units
PS 370 Topics in Psychology	3 units
Minimum unit requirement	15 units

HISTORY MINOR

Select 2 courses from the following:

HI 202 Early History of the United States	3 units
HI 203 Modern History of the United States	3 units
HI 207 World Civilization I	3 units
HI 208 World Civilization II	3 units
IS 101 Journeys	3 units
IS 102 Natures	3 units
IS 103 Conflicts	3 units
IS 104 Knowledges	3 units

Select at least 3 courses from the following:

HI 300 The Evolution of Science	3 units
HI 301.1 Modern No. Africa & the Mid East	3 units

HI 301.2 Modern Sub-Saharan Africa	3 units
HI 302.1 Modern Japan	3 units
HI 302.2 Modern China	3 units
HI 303.1 19th Century Europe	3 units
HI 303.2 20th Century Europe	3 units
HI 304.1 Modern Latin America: Mexico, Central America and the Caribbean	3 units
HI 304.2 Modern Latin America: South America	3 units
HI 305.1 The United States: End of the Reconstruction to World War I	3 units
HI 305.2 The United States: 20th Century	3 units
HI 306 Modern European Women's History	3 units
HI 307 Modern U.S. Women's History	3 units
IS 300 AIDS and Epidemics	3 units
IS 301 Nazi Germany	3 units
IS 308 The Soviet Union	3 units
Minimum unit requirement: 15 units	

POLITICS MINOR

Select 2 from the following courses:

IS 101 Journeys	3 units
IS 102 Natures	3 units
IS 103 Conflicts	3 units
IS 104 Knowledges	3 units
PO 202 American Political Systems	3 units
PO 250 Contemporary World Affairs	3 units

Select 3 from the following courses:

IS 312 Terrorism	3 units
PO 301 Political Theory	3 units
PO 302 Comparative Politics	3 units
PO 303 International Relations	3 units
PO 304 Ancient Political Philosophy	3 units
PO 305 Early Modern Political Philosophy	3 units
PO 306 Modern Political Philosophy	3 units
PO 307 United States Constitutional Law	3 units
PO 308 Racial Identities and the Law	3 units
PO 309 Gender Roles and the Law	3 units
PO 310 Socioeconomic Class and the Law	3 units
PO 311 The Legislative Process	3 units

Minimum unit requirement: 15 units

Master of Architecture in Real Estate Development for Architects

The School of Architecture offers a one-year, three-semester, post-professional Master of Architecture in Real Estate Development Degree with a total requirement of 39 credit-hours. The program is offered in San Diego, only to individuals holding an accredited degree in architecture.

The Master of Architecture in Real Estate Development program is designed to equip architects with the expertise necessary to realize their ethical visions as effective entrepreneurs by creatively balancing the influences of market trends, finance, construction costs, politics and design.

M.Arch.RED is a three-semester studio-based program offered to individuals holding a

professional degree in architecture (B.Arch, M.Arch or D.Arch). The 12-month program under the direction of architect/developers provides hands-on experience in real estate development for architects. Members of the M.Arch.RED faculty have been instrumental in forming San Diego into the most progressive housing laboratory in the United States by advancing new strategies for the redefinition of housing design, policy and development. M.Arch.RED teaches the art and practice of real estate development to architects, preparing them to serve as effective visionaries in their communities.

Off-Campus Programs - Summer Study Abroad

Barcelona

Description of facilities and resources

Typically Woodbury rents review space from CCC Barcelona (Centro de Cultura Contemporania) or from IAAC (Institut d'Arquitectura Avançada de Catalunya). Pre-arrangements are made for students to stay in shared apartments. Faculty make their own arrangements. Costs are covered by a \$400 student program fee for a total budget of \$6,400 over and above the 40% allotment from tuition.

Course requirements

½ AR 375 Urban Environment: Foreign Study and ½ AR 475 Foreign Study Summer Studio for a total of 4½ credit-hours. (Equivalent to ½ AR 334 Urban Theory and ½ AR 489 Design Studio 4B: Urbanism or AR 591 Design Studio 5A: Contemporary Topics Studio)

Length of stay

The program is in Barcelona for four weeks.

Rome

Description of facilities and resources

Woodbury rents studio space and shared apartments for students and faculty from Penn State. Costs are covered by a \$1750 student program fee for a total budget of \$21,000 over and above the 40% allotment from tuition.

Course requirements

½ AR 375 Urban Environment: Foreign Study and ½ AR 475 Foreign Study Summer Studio for a total of 4½ credit-hours. (Equivalent to ½ AR 334 Urban Theory and ½ AR 489 Design Studio 4B: Urbanism or AR 591 Design Studio 5A: Contemporary Topics Studio) Rather than ½ AR 475 Foreign Study Summer Studio, some students may opt to take a 3-unit advanced mini studio.

Length of stay

The program is in Rome for four weeks.

Nanjing

Description of facilities and resources

Woodbury has use of studio space at the Southeast University School of Architecture. Students stay in university dormitories and faculty stay at a university guest hotel. Costs are covered by a \$350 student program fee for a total budget of \$5,600 over and above the 40% allotment from tuition.

Course requirements

½ AR 375 Urban Environment: Foreign Study and ½ AR 475 Foreign Study Summer Studio for a total of 4½ credit-hours. (Equivalent to ½ AR 334 Urban Theory and ½ AR 489 Design Studio 4B: Urbanism or AR 591 Design Studio 5A: Contemporary Topics Studio)

Length of stay

The program is in China for five weeks.

Berlin

Description of facilities and resources

In Berlin Woodbury rents an 800 sq ft studio space in an office building at Alexander Strasse 7, 10th floor. Pre-arrangements are made for students to stay in shared apartments. Faculty make their own arrangements. Costs are covered by a \$400 student program fee for a total budget of \$6,400 over and above the 40% allotment from tuition.

Course requirements

½ AR 375 Urban Environment: Foreign Study and ½ AR 475 Foreign Study Summer Studio for a total of 4½ credit-hours. (Equivalent to ½ AR 334 Urban Theory and ½ AR 489 Design Studio 4B: Urbanism or AR 591 Design Studio 5A: Contemporary Topics Studio)

Length of stay

The program is in Berlin for four weeks.

Paris

Description of facilities and resources

Woodbury rents studio space from Prep' Art art school. Pre-arrangements are made for students to stay in shared apartments owned by the Georgia Tech School of Architecture. Costs are covered by a \$400 student program fee for a total budget of \$6,400 over and above the 40% allotment from tuition.

Course requirements

½ AR 375 Urban Environment: Foreign Study and ½ AR 475 Foreign Study Summer Studio for a total of 4½ credit-hours. (Equivalent to ½ AR 334 Urban Theory and ½ AR 489 Design Studio 4B: Urbanism or AR 591 Design Studio 5A: Contemporary Topics Studio)

Length of stay

The program is in Paris for four weeks.

Off-Campus Programs – German Exchange Program

Fachbereich Architektur

FACHHOCHSCHULE DÜSSELDORF, University of Applied Sciences, Germany

Description of facilities and resources

The program is a direct exchange program. Up to four students from either university can participate in the program each year. Woodbury students pay tuition at Woodbury and take courses at Fachhochschule Dusseldorf. They have access to all student services of that institution at no extra cost and have access to student housing and dining facilities at the German rate.

Course requirements

Woodbury students take the equivalent of a full semester from the fourth year Woodbury architecture curriculum of from 12 to 15 credit-hours including an upper division design studio.

Length of stay

Woodbury students stay at the University of Applied Sciences in Dusseldorf for one full semester.

3.13 Student Performance Criteria

Build the Right Thing (or, the Unceremoniously Wrong Thing)

The spirit of ethical professional behavior guides Woodbury's architecture curriculum. Our program follows five tracks simultaneously in an integrated process that layers on information in degrees of intensity from the basic to the specialized. At each step of the way students are given the opportunity to test and practice the course content and build relationships among each of the tracks: critical thinking, design, building technology, representation, and professionalism. They learn that critical thinking is better than being judgmental; that design is a tool for living and a vehicle to engage the world; that making becomes a way of thinking; and, as they try to build the right thing, they learn that novel does not always mean better.

Beginning in the first year, every studio project is expected to satisfy the requirement of having a clearly written statement of intent based upon a well-researched position. As a rule western, non-western and regional traditions are discussed and researched at every studio level. Highly developed drawing and model making skills, digital and by hand, are stressed in design studio as a means to express design intent.

First Year

In preparation for the physics sequence, college algebra is required, followed by trigonometry with descriptive geometry. Students study the evolution of world civilization under one of four interdisciplinary themes: Journeys, Natures, Conflicts or Knowledges. A critical exploration is made of the contemporary art world with a particular emphasis on current trends. Students learn basic research methods and practice expository writing, description, and narration. They discuss ways to solve problems, evaluate arguments, make decisions, and reason soundly using different methods of inquiry and practicing through intensive writing. In the design studio they begin to apply these research and writing techniques for each problem.

Various skills of two- and three-dimensional methods of drawing by hand are introduced in the fall, with an emphasis on orthographic projection and constructed hard line drawing. In the spring, the same skills using various digital media emphasize their use as design tools that merge both traditional and electronic media.

Using sticks, blocks and sheets, fundamental principles of two- and three-dimensional design are introduced through the real scale study of objects and their relationship to the body during the fall semester. The following semester, essential architectural principles are explored as they relate to a fundamental understanding of natural elements and human tendencies. Studio discussion focuses on the behavior of materials, structures, and the natural environment.

Second Year

Contemporary communication theory focuses on the practices of interpersonal communication, oral presentation of ideas, and methods of listening and hearing. Students take a step towards the structures and environmental systems sequences by completing the physics courses.

With the World Architecture sequence, students develop 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. In the Materials and Methods course each major material is placed within a fundamental context of physical properties, historical evolution, structural behavior, contemporary methods of construction and detailing, and new and future products. In the first professional practice course, legal codes and regulations affecting architecture are reviewed. Their influence on the development of project documentation is studied, emphasizing drawing format and specification.

With an in-depth analytical study of everyday domestic, recreational and work rituals, fall studio projects set in limited real contexts focus on internally driven relationships and accommodation of program through materiality, finish, structure and form. Emphasizing the relationship between program and the external context of site, spring studio projects focus on influences of adjacencies and the natural environment through the development of clear systems of movement, structure, energy efficiency, and daylight. Graphic and model making skills are developed further in design studio. By now, every studio project is expected to satisfy the requirement of having a clearly written statement of intent based upon a well-researched position.

Third Year

The concepts, philosophies, ideologies, models and polemics that have influenced or been the genesis of architectural expression and form are explored and analyzed.

Fundamental architectural structures, forces, force systems, and resultants are introduced in fall semester. Topics include equilibrium, structural behavior subject to vertical and lateral forces, and strength properties. In spring semester structural analysis and design with respect to wood and steel structures is studied including tension, compression, and seismic design. Fundamental concepts in reinforced concrete design are studied emphasizing the ultimate strength method. Human comfort, climate analysis, passive and active systems, heating and cooling, day lighting and acoustics are reviewed. The survey includes HVAC, electrical and plumbing distribution systems, lighting, energy, waste, fire protection, security and hazardous material systems.

A critical analysis and comparison is made of the historical, political, cultural and social evolution of the house and housing. The form and meaning of dwelling are addressed with the juxtaposition of exterior and interior, public and private, and community and the individual in the fall studio, focusing on the urban house and multiple unit typologies. Discussion of the professional commitment to acting legally, ethically and critically towards and with the environment is central throughout the entire year. A special component of the fall studio focuses on the integral use in the integration of "green" materials and sustainable environmental systems. Structure, technology, building systems and codes are explored as design determinants, space makers and form givers in the spring synthesis studio, with the goal of producing a comprehensive design. The special component of the spring design studio focuses on developing a strong portfolio.

Students are strongly encouraged in the third year to begin fulfilling the work experience requirement if they have not already done so. The second semester of the third year marks the end of the foundation of the program. The portfolio review requirement at this stage of the curriculum ensures that all students entering the fourth year have satisfied the minimum requirements for advanced study.

Fourth Year

In the recommended introduction to economics course, an analysis of the contemporary American economic system is made covering topics that include inflation, unemployment, national income determination, fiscal and monetary policies, theories of production and consumer choice, prices and outputs, and wages and profits.

In the fall Contemporary Issues course, theories and debates, identified by individual faculty, that are currently animating architectural practice and discourse are examined including the impacts of context, technology, sustainability, alternative practice, sociology and philosophy.

In the fall studio, 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.

In the spring, issues of urbanism and their influence on the design of cities are surveyed, investigating the relationship between architecture, landscape architecture and urban planning. Emphasis is placed on nature and society, public and private space, and regulation and policy. The spring studio explores the broad array of urban theories, tactics and strategies, building and space types, landscape and infrastructure, and policy and policy making through the development of an issue-oriented urban design.

Fifth Year

The architecture program is structured so that by the fifth year students have identified issues of personal interest within the profession. In the fall students choose a topic studio to explore and test architecture as it relates to one or more contemporary issues or theories in architecture. A highly developed architectural product is the anticipated result.

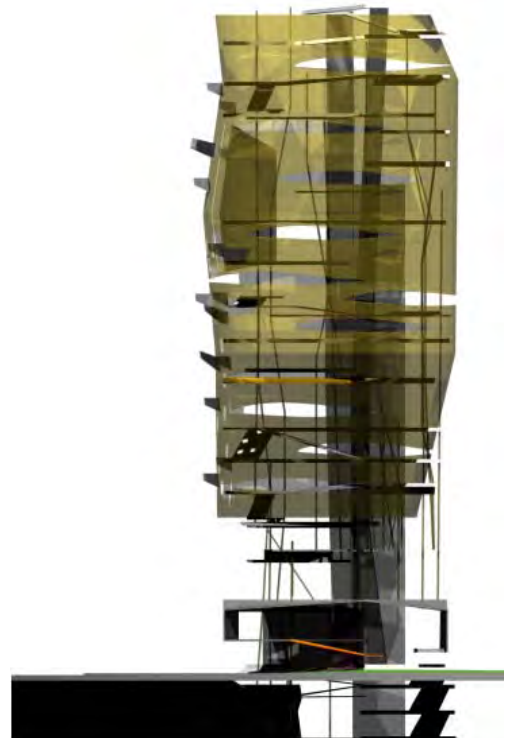
The interrelationships of the properties of materials, structures, environmental systems and construction technology as they influence design decision-making are examined. Design delivery and project and firm management are studied, including an analysis of documents, services, professional fees, budget and cost estimating, global markets and professional ethics. Theory and techniques for analyzing and integrating design methodologies, site, social, and organizational criteria for architecture are studied as the theoretical and practical context of the degree project is researched and developed. A written substantiated position of intent is completed along with site selection and analysis, programming and the articulation of a design methodology.

The final studio or self-initiated degree project is an opportunity for the student to demonstrate the application of theoretical research and positioning, plus the ability to integrate site, program and other design issues in a comprehensive project or theoretical architectural project.

On the following page is the matrix cross-referencing each required course with the performance criteria it fulfills.

NAAB Criteria	Req'd Level of Accomplishment	1st Year		2nd Year		3rd Year		4th Year		5th Year																			
		AR 114 Design Com 1	AR 182 Design Studio 1A	AR 211 Design Com 2	AR 183 Design Studio 1B	AR 267 World Architecture 1	AR 281 Design Studio 2A	AR 268 World Architecture 2	AR 243 Materials and Methods	AR 250 Professional Practice 1	AR 283 Design Studio 2B	AR 330 Theory of Architecture	AR 326 Structures 1	AR 383 Design Studio 3A	AR 327 Structures 2	AR 384 Design Studio 3B	AR 425 Environmental Systems	AR 366 Contemporary Issues	AR 487 Design Studio 4A	AR 334 Urban Design Theory	AR 489 Design Studio 4B	Ar 448 Professional Practice 2	AR 464 Systems Integration	AR 491 Design Studio 5A	AR 450 Professional Practice 3	AR 482 Degree Project			
1 Speaking and writing Skills	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	
2 Critical Thinking Skills	◆																												
3 Graphic Skills	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
4 Research Skills	◆																												
5 Formal Ordering Systems	●	●	●	●	●																								
6 Fundamental Design Skills	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
7 Collaborative Skills	◆																												
8 Western Traditions	●																												
9 Non-Western Traditions	●																												
10 National and Regional Traditions	●																												
11 Use of Precedents	◆																												
12 Human Behavior	●																												
13 Human Diversity	●																												
14 Accessibility	◆																												
15 Sustainable Design	●																												
16 Program Preparation	◆																												
17 Site Conditions	◆																												
18 Structural Systems	●																												
19 Environmental Systems	●																												
20 Life Safety	●																												
21 Building Envelope Systems	●																												
22 Building Service Systems	●																												
23 Building Systems Integration	◆																												
24 Building Materials & Assemblies	●																												
25 Construction Cost Control	●																												
26 Technical Documentation	◆																												
27 Client Role in Architecture	●																												
28 Comprehensive Design	◆																												
29 Architect's Administrative Roles	●																												
30 Architectural Practice	●																												
31 Professional Development	●																												
32 Leadership	●																												
33 Legal Responsibilities	●																												
34 Ethics & Professional Judgement	●																												
Legend		●	understanding		◆	ability																							

4 SUPPLEMENTAL INFORMATION



Noel Moreno, 'Agritecture', 2007 Best Degree Project Award, Instructor: I. Wahlroos-Ritter

4 SUPPLEMENTAL INFORMATION

4.1 Student Progress Evaluation Procedures

Procedures for evaluating student transfer credits and advanced placement

Transfer students must have a transfer GPA of 2.5 and only those courses with a grade C or better can transfer. Students who complete the two-year architecture programs at Pasadena City College, East Los Angeles College and Mesa College with a GPA of 3.0 or higher are entitled to transfer directly into the third year of the architecture program based upon an articulation agreement with Woodbury University. All other transfer students must have a portfolio review for placement.

Procedures for evaluating student progress, including the institutional and program policies and standards for evaluation, advancement, graduation, and remediation.

Once enrolled at Woodbury, all students must maintain a GPA of 3.0 (B) to continue their university funding and a GPA of 2.0 (C) to stay enrolled. Architecture students must keep a 2.0 average in any two consecutive studios in order to proceed in the sequence. If the average goes below 2.0 they are required to retake one of the past two studios. All architecture students must pass a portfolio review in the spring of their third year in order to proceed to the fourth year. If they do not pass, they are required to take an extra studio. Students who maintain a studio GPA of 3.0 during their first two years, and are even with or ahead of where they should be in the curriculum with all of their classes, are allowed to “fast track” by taking a summer semester after their second year and another summer semester after their third year, thus completing the five-year curriculum in four years’ time. Prior to graduation, architecture students must satisfy a 300-hour work experience requirement in an architect’s office or that of an allied professional.

Requirements for Academic Programs

The university catalog states requirements and standards for educational achievement and graduation, which are applied to all disciplines. The School of Architecture adheres to the university performance and evaluation standards, and includes these requirements in course outlines. (See the 2007-2008 Catalog: Academic Policy, Regulations, and Standards, pages 19 through 31.)

Architecture students receive discipline-specific course outlines and syllabi that clearly define the course requirements and grade evaluations. Intermediate grades for presentations, exams, and required written papers during the term allow students to monitor their progress.

Entering architecture students participate in systematically structured introductory courses. The discipline-related and design foundation courses are coordinated with general education courses in order to help students successfully complete the demands of the first year and prepare them to continue on in their majors. The school programs then provide a sequential progress from the beginning courses through to the senior level and graduation.

Retention

Overall, Woodbury retains a high rate of the freshman class: 72% as compared to the California state average of 60%. Architecture’s retention rate, based on data collected via the office of Institutional Research and interpreted as “percentage of the 2006 class that was eligible to re-enroll in 2007 and did,” is 81%. MCD’s rate is 75%; Business’s rate is 75%; ITS’s is 74%. The university’s average rate of reenrollment from 2006 to 2007 was 77%.

Ever vigilant to the question of whether nurturing retention might be a sign of lowering standards, the School of Architecture requested and received a breakdown of grades given out by each department for the last five academic years. The results are included in the appendix. To our relief, we found that Architecture is comparatively strict in its application of grading standards in relation to all other programs at Woodbury. When our relatively high retention rate is seen in the context of rigorous grading standards and increasingly competitive admissions standards, we feel we have evidence that the school continues to balance the difficult equation of standards and retention, excellence and nurturing, liberal admissions and academic quality, with some success.

The Office of Student Development received Title V grants to help first year students succeed and progress onto the next year. Through this grant the university participated in the National Survey of Student Engagement (NSSE). The survey illustrated that we were strong in providing positive first year student experience in some areas and needed improvement in others. Survey results can be found in Student Development website documentation.

As a result of the NSSE survey, Woodbury participated in the Building Engagement and Attainment for Minority Students (BEAMS) project. A group of students, faculty, and staff study current methods and propose questions about how we learn. Ultimately the results of these learning communities will generate ideas that help develop programs that more fully engage our students in the educational process.

Records

The Registrar's Office is the official custodian of records of students' progress towards graduation. Students have access to these records in several ways: through paper documents held by the registrar, through IQ Web or through an academic advisor. Grades are posted at the end of each semester on IQ Web. If a student's average falls below a 2.0, the student is notified in writing, with a copy sent to the faculty advisor, and the student is placed on probation. The student has one term to bring the cumulative grade point average up to a 2.0, and works with the advisor to achieve that goal.

Woodbury has also developed a web page that holds institutional data for research purposes and record keeping. The web page is run and managed by our institutional researcher, Nathan Garrett. The web page conforms to WASC requirements for reaccreditation that the institution accumulate data for the purpose of continuous improvements.

Students receive periodic intermediate written evaluations and grades from their faculty during the term.

Registrar's Office

The Registrar's Office is responsible for creating, updating, maintaining and safeguarding all student academic records. These records include, but are not limited to, transfer credit awarded, courses taken at Woodbury as well as the grade(s) received, academic appeals, course substitution and/or waivers, and degree certification.

In fall 2003, our paper-only student information system was converted to an electronic platform, PowerCampus. Student academic and demographic information from fall 1997 to present are available in this system. Access to this information is carefully controlled with most users having "read-only" access. Only the Registrar's Office staff and the Information Technology staff have "write" privileges.

Faculty advisors have access to the electronic records of their advisees through IQ Web, which permits "read-only" access to student transcripts and schedules. Students can also access their records through this system; in addition, they are able to register for courses on-line. The system blocks students from registering for courses for which they have not met the pre-requisites.

The university has migrated grading functions to an on-line system. Faculty may award grades on-line but are prevented from changing grades on-line. In addition to the required grade change petition, there is an automatic grade change audit trail, including a requirement that a grade change reason be entered before the system will accept the grade change.

Determination of Transfer Credit

Transfer credit is awarded for courses taken at regionally accredited colleges and universities on a course-by-course basis (or by means of articulation agreements with California community colleges). Courses are considered for transfer when a grade of “C” (2.0) or better has been earned, the course was taken for degree credit at the original institution, and is a college-level course. Each course is carefully reviewed by the Registrar’s Office in consultation with the appropriate chair to ensure that the intent and content of the course meet the University’s standards.

Based on the recommendations of the Council on Education for the Commission on Recognition of Postsecondary Accreditation, Woodbury considers selected course transfer for credit from specialized institutions that hold accreditation status with their specialized accreditation bodies (i.e. NAAB, The Council for Interior Design Accreditation (formerly FIDER), and NASAD). Credit will be transferred for this coursework only when a grade of “C” (2.0) or better has been earned. General education courses is not transferred from specialized institutions that are not also regionally accredited.

Once a determination of transfer credit has been made, students are informed in writing of the credit they will receive. They also receive a major worksheet which lists all major, general education, restricted design electives, and unrestricted elective requirements – the transfer credit they will receive is posted on this worksheet. A copy of these documents and a copy of the incoming transcript are placed in the advising file.

Transfer credit is also entered into our IQWeb where students and their faculty advisor can view it on the student’s on-line, unofficial transcript. Courses that have not been accepted for transfer are not entered in the database – to see these advisors must consult the advising file.

Graduation Requirements

Graduation requirements for each major are clearly outlined in the catalog. Major worksheets are provided to each undergraduate student upon entrance to Woodbury and transfer credit, if any, is posted on the worksheet.

Undergraduate students are expected to petition for graduation one year before completion of the degree. Each student’s record is evaluated using the worksheet applicable to the student’s major and catalog year to determine progress towards completion and each student is issued a Degree Candidate Progress Letter that indicates the remaining degree requirements (courses, units, grade point average – if below the minimum required, work experience) which must be fulfilled.

This document is mailed to the student and a copy is sent to the advising file. Students or their advisor may request an updated copy from the Registrar’s Office at any time.

Once the Registrar’s Office confirms that all degree requirements have been fulfilled, a letter is sent to the student informing the student that the degree has been completed.

Course Catalog and Course Offerings

The Registrar’s Office maintains the on-line course catalog in Power Campus. This differs from the University’s official catalog in that it omits policies and procedures and contains only courses offered by the University. This catalog includes the course number, title, units, course type

(lecture, studio, etc.), prerequisites, and a course description. (Prior to Fall 2003, this information was available in the University's paper catalog only.) Like the official catalog, the on-line catalog it is updated when/if faculty approve changes to the curriculum.

Special course offerings, such as topics courses, are also listed in the on-line course catalog (though not in the University's official catalog). In the case of topics courses, a course description is only available if the department chose to submit it.

The University's official catalog is updated every one or two years by the Office of Academic Affairs and is reviewed before publication by the Registrar's Office. A copy is available on the university's website and a copy is available for review in the Registrar's Office.

Portfolio

Although portfolios are not required for admission, they may be required for placement of transfer students once admitted. Students are required to maintain an updated portfolio that thoroughly presents their work from each design studio completed at Woodbury. Portfolios are reviewed at the end of the third year to assess whether the student has gained the knowledge and skills necessary to proceed to fourth-year studios. A portfolio review may also be required for advising purposes, admission to special courses or programs, or for special petitions. Passing the portfolio review is a prerequisite for AR 487, Design Studio 4A: Comprehensive Design. Students who fail the portfolio review will be required to resubmit their portfolio for successful review and may be required to resubmit their portfolio for successful review and may be required to repeat at least one previous studio before the re-submittal. The portfolio should be no larger than 11" x 17", and each project must be identified with project name, project statement, studio number and instructor name. Supplemental projects or papers from other courses are encouraged. See Portfolio Review Evaluation Form and Overbreak Portfolio Assignment on the following pages.

Requirements and Grading Criteria for Third-Year Portfolio Review

Over Break Assignment- due first day of studio class

Below are recommendations for you to get started on your portfolios. This is a University requirement to pass the third year. Additionally this will be very useful to you for graduate school and also for getting a job. In order to not cut into 3B too much and give you all too much work, we will be expecting to see your portfolios on the first day of Studio 3B which is Tuesday January 9th. We will be using this class to review your portfolios. Aside from your first attempt to make some portfolio pages, be sure to collect all your previous years work (models, drawings and files) If these are in bad shape, I highly recommend you spend break time repairing them as there will not be time in studio to do this.

Assignment- due first day of studio 3B: Layout a minimum of 2 projects as perfectly **COMPLETE!** - put these in your a bring this to class on the 9th. These will be pinned up and reviewed. Be sure to include text as shown below. Also be prepared to discuss the type of grid structure you are using. Read this entire document for directions and tips.

Below are the requirements and recommendations to make a professional portfolio. I have also attached two images for you to reference. One is of the grid systems mentioned below; another is of examples of my portfolio using a 3x3 grid.

Cover/Size/ Orientation

- 1) Professional Cover/Binder- Do not buy a cover at this point. It is likely that you will be printing your portfolio at an online self-publishing house such as lulu.com.
- 2) 8 ½ x 11 vertical recommended
- 3) Double sided (either the paper or back to back)
- 4) Use around 2 pages for a project. You can use 3 or 4 pages for a star project or two only.
- 5) Although there is no maximum or minimum number of total pages, your entire portfolio will be around 25-40 pages.
- 6) Glossy paper usually looks better than flat paper.

Order/Contents

- 1) Reverse chronological (most current to oldest work)
 - A). Start with studio work
 - 1) Provide one or more DIAGRAMS to show how your concept becomes a form(these are GENERATIVE diagrams, not public/ private, circulation, or other ANALYTIC diagrams)
 - 2) Make sure your floor plans, sections, etc SUPPORT your initial concept(use line weights, colors, hatches, etc to emphasize your concept. Do not default to construction documents standards)
 - 3) All studio work must have the following text
 - a.) Title of Project
 - b.) Studio year (Studio 3A for example) and Teacher
 - c.) Site and size in square feet or meters
 - d.) One paragraph description (100 word max)

1. **Project intent-** NARRATIVE to walk your readers through the process you used to generate your building including theory and research(What concept is your project based on?)
2. **Project Description** (Site, Program, Concept, Materials, structure, systems). Keep it to the point

B.) Other creative work to follow- photography, paintings, drawings, furniture, sculpture, professional (office) work, drafting, and any other work that show your creativity)

Layout and consistency

- 1) .Layout the entire portfolio as a single idea. Titles, backgrounds, colors should be consistent. Each page should not be a separate layout.
- 2) I recommend you use a 2 by 2 grid or 3 by 3 grid to begin your layout.(see attached images if you do not understand this) This is in fact quite flexible.
For example, on a 2x2 grid you can use the entire sheet as a single image or top half for an image and the bottom half for an image or all four quadrants can be used. Use the variety built into these grids for variety of size and hierarchy in your portfolio.

Resolution

- 1 Layout at 200DPI minimum – 300DPI is recommended
- 2 Scan or photograph all material at or above the resolution you need- DO NOT SCALE UP IN PHOTOSHOP!- This will cause the images to become pixilated and you will then be required to scan and layout your work.

Photography

Models:

1. If using digital camera – 5MegaPixels or above is recommended
2. If using film, transparency film is recommended. You can have it scanned easily.
3. Set your camera to 100 speed if digital and use 100 speed film if analogue.
4. Use the F8 minimum. If you don not understand this, follow #5 below.
5. Shoot in natural bright sunlight (around noon) to get the maximum sharpness from front to back of picture. This will also give you the truest colors.
6. Do not shoot in mixed light- Fluorescent+ incandescent or + Sunlight
7. Do not shoot with the sun directly behind you. Have the sun 30 degrees or so to the left or right so you model the form with light.
8. Use a single color background. Black felt is recommended (buy a big piece so you can drape it over chairs or a rod and then curve it in section to the floor and under your models. This usually requires two three yard pieces to do correctly.

Flat Work

- 1) If you have your flat work digital, use the digital file.
- 2) Scan flat work over photographing it.
- 3) If you must photograph flat work, mount work on wall or ground, Use two incandescent lights; shine them 45 degrees either side of flat work. Shoot perpendicular to the work and move back as far as possible and zoom in. (This will get rid of curvature)

You can use a lower F stop for flat work (f 4.0 for example)

Tips

- 1) Use a variety of sizes for images. Try several pages with a single large image of a model for example.
- 2) Keep page layout simple and uncluttered. Most people try to get too many images on the same page.
- 3) Use the **same font and font sizes** throughout the portfolio. You can use a larger title font and a smaller font for written text.
- 4). Use spell-check or an English expert to read your work. Text must be designed like architecture and spelled correctly.
- 5) Show a variety of work. We will be looking for:
Sections, Plans, Site analysis, Diagrams, Models and their craft, Concept models.
- 6) You will be evaluated on your understanding of structure, program, form, environment, site, concept, materiality, ability to draw and model, ability to express with plans and sections, ability to write. Find a way to show these (not necessary for every project)
- 7) Keep backgrounds simple and fairly consistent throughout.
- 8) Do not stretch images over two pages. This can be done once or twice in the entire portfolio if absolutely necessary.
- 9) Do not use lines circles or other graphic devices as decoration.
- 10) Line up images a text very neatly using the suggested grid system mentioned above.
- 11) **Consistency**: you are creating a book not a board for each project. Therefore consistency between the pages is **very** important. Do not layout each project with a different layout.

Student Name: _____ Reviewer _____

(E)xcellent (G)ood (A)verage (P)oor

1. DESIGN

a. Demonstrates an understanding of:

1. Site/Context	E	G	A	P
2. Program	E	G	A	P
3. Form	E	G	A	P
4. Space	E	G	A	P
5. Materials	E	G	A	P
6. Systems (MEPS)	E	G	A	P
7. Concept	E	G	A	P
8. History & Theory	E	G	A	P
9. Process	E	G	A	P

2. COMMUNICATION

a. **Graphics (contents of portfolio, not layout)**

1. <i>Content</i> – Communicates project intention.	E	G	A	P
2. <i>Technique/Craft</i> - Skillful use of media.	E	G	A	P
3. <i>Variety of media</i> (hand, digital & type pen, ink, graphite, paint etc)	E	G	A	P

b. **Models**

1. <i>Content</i> – Communicates project intention.	E	G	A	P
2. <i>Technique/Craft</i> - Skillful use of media.	E	G	A	P
3. <i>Variety of media</i> – wood, paper, metal plastic, castings, etc.	E	G	A	P

c. Writing

1. *Content* – Communicates project intention. E G A P

2. *Technique/Craft*- Skillful use of media. E G A P

3. CONCLUSIONS

a. Work is at the appropriate level. E G A P

b. Overall Quality of **Contents** of Portfolio. E G A P

c. Graphic Quality of **Graphics & Layout** of Portfolio. E G A P

d. **Overall** Quality of Portfolio . E G A P

4. COMMENTS

Portfolio Schedule 2007

End of Fall 06- Assign Portfolio to all students

First Class Tuesday Jan 09 07:1.5 hrs

Pinup 2 pages of portfolio, and 10 pages of images

Lecture : Photography/composition techniques for models and boards

Assignment: 10 Photographs of models

Tuesday Jan 16: 2.25 hours

Pinup photo assignment

Lecture: Graphic Techniques, fonts, writing requirements

Assignment: Layout one project completely 2 pages

Tuesday Jan 23: 1.5 hours

Pinup portfolio pages

Lecture: Digital Issues and crossing program boundaries

Assignment: Layout 2 projects

Tuesday Jan 30: 1.5 hrs

Pinup: 2 projects in portfolio format

Assignment: re-layout projects

Tuesday Feb 6: during class desk critiques.

Critiques: in groups of 8+ with me. This should be done on day with desk critiques to not disturb studio.

Assignment: layout 4 projects

Tuesday Feb 13: 1.5 hours

Lecture: TBA

Pinup: Gallery style Portfolio mid review

Tuesday Feb 20: 2 hours

Pinup: Gallery style Portfolio mid review

Tuesday Feb 27: class desk critiques.

Critiques: in groups of 8+ with me. This should be done on day with desk critiques to not disturb studio.

Week of March 5-10: portfolio week in class 10 hours

Friday, March 10: pinups of portfolios in class

Week of March 12-16(spring break): portfolio to be completed

Tuesday March 20: Portfolio Due and review in morning 10am-2pm

4.2 Studio Culture Policy

STUDIO CULTURE at Woodbury:

OVERVIEW

The purpose of a studio culture policy is to spell out the following:

1. **What do students expect of Woodbury's studio faculty?**
2. **What do studio faculty expect of Woodbury's students?**
3. **What do students expect of each other in studio?**

Woodbury's School of Architecture is committed to an architectural education that is radically transformative—of ourselves, our profession, and of our surroundings. In keeping with that commitment, Woodbury's Studio Culture policy spells out best practices to have in place in the design studio. We expect students and faculty to continually offer revisions and updates to this policy.

Instructors and elected studio representatives are expected to take an active role in introducing students to good studio practices, making an explicit effort to articulate and model expectations of healthy studio culture, and to review and renew studio culture expectations each semester.

STUDIO CULTURE at Woodbury:

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. After reviewing and discussing this policy within your studio, please indicate your agreement to adhere to these guidelines by signing on the final page.

1. **Woodbury fosters a spirit of openness, honesty, critical thinking and passionate engagement in the design studio.**

a. **Exchange of Ideas:**

- Honesty + Openness are expected and encouraged in studio dialog, between faculty and students, and between students.
- To foster the richest possible dialog in studio, faculty are urged to teach students how to be both good critics and good listeners. Studio pin-ups should be seen as opportunities to invite and foster constructive, respectful peer criticism.
- There is no place for hostile or intimidating criticism in Woodbury studios.

b. **Collaboration, Mentoring, and Leadership**

Faculty and students are encouraged to look for collaborative learning opportunities involving classmates of comparable abilities; students of varying abilities; peer mentors and study groups, TAs, student-faculty collaborations, etc.

- Students and faculty are urged to seek opportunities to work together more closely on issues that affect the School of Architecture, its curriculum, policies, and programs (exhibitions, lectures, publications, etc).
- Student leaders are to be encouraged and mentored to take positions and represent their peers on issues that help shape the life of the school.
- Students are urged to develop their voices in studio not only as future practitioners but as future educators + effective leaders.

c. Mutual Evaluation:

- Students depend on faculty to articulate and adhere to rigorous, explicit grading guidelines and apply them uniformly.
- Matters related to grading and evaluation are strictly confidential and may be discussed only between the student and the instructor.
- Instructors are expected to challenge and support students with a wide range of skill levels and educational backgrounds.
- Instructors are expected to communicate thoroughly and adhere rigorously to university grading policies, maintaining vigilant standards of student readiness to proceed to the next level.
- Faculty depend on students to submit thoughtful faculty evaluations to the university every semester. Faculty evaluations provide important professional and creative feedback to individual instructors, and help shape curricular decisions for the school.

2. Woodbury is committed to forming students who are both competent and critical; students who can articulate critical design intent and realize it with appropriate technical skill.

a. Critical Differences

Alternative methods and viewpoints are essential to testing the ethical, social, political, and economic forces that impact design.

Diversity of opinion, expertise, cultural background, political perspective, methods/media, and formal preferences are to be expected and encouraged in the student body, on the faculty, in visiting critics + lecturers.

b. Critical/Practical Ratio:

Design studio is expected to continually emphasize critical positioning: understanding complexity and articulating a position, declaring an intent, making an argument.

Design studio is expected to research and engage complex realities of particular sites, programs, and communities.

Design studio is expected to strike a dynamic balance between critical positioning and technical competence, supporting students to both think critically and develop plausible, competent design responses.

- Students expect instructors to support continued growth in practical skill-building—drawing + modeling, digitally and conventionally—as well as developing conceptual fluency.

c. Design Process

Instructors are expected to recognize, value and support richness of design process as well as skillful representation or production of final design product.

d. Cultivating Curiosity:

Students and faculty are expected to take full advantage of the huge cultural and natural resources available to them in the region.

Faculty are urged to push, pull, invite, lead, and point students toward off-campus research + learning opportunities, fostering a spirit of curiosity, exploration, discovery, and engagement in the city and in the landscape that is essential to the critical practice of architecture.

3. Woodbury studios are to be conducted with respect and professionalism.

a. Time Management/Work Loads

- Faculty are expected to exercise, teach, and model wise time management.
- Faculty are expected to show up on time, use studio time well, and end class on time.
- Faculty are expected to divide their time equitably between students.

- Faculty are expected to make appropriate arrangements for substitute or supplementary instruction if they must miss a scheduled class.
- Students are expected to show up on time, use studio time well, and work in studio.
- Students are expected to maximize the value of the studio environment by working in studio, both during and outside of class time.
- Students are expected to maintain a creative and collegial environment. A more detailed studio etiquette policy follows.

b. Stress Management/Wellness

Woodbury recognizes that the intensity of the studio environment can be stressful. All students should be aware that there are ample resources available to them for preventing and relieving harmful levels of stress.

Learning time management includes budgeting time for maintaining physical, mental, and spiritual health. Students are urged to remember that physical exercise and time spent outdoors are two of the easiest and most effective ways to boost mood, gain perspective, and ward off stress. Woodbury offers a variety of curricular and co-curricular activities, proximity to parks and hiking trails, as well as easy access to the vast natural resources and benign climate of Southern California.

In addition, the Office of Student Development exists to support the academic and personal development of students. Students and faculty are encouraged to take advantage of its services, including:

Early Alert: Faculty are urged to send Early Alert messages to the Director of Academic Advising by phone (ext. 129 on the Burbank campus or 818.252.5129) or in writing (mailbox in the Office of Student Development). Please use discretion about privacy issues (e.g. seal envelopes marked confidential). Address questions about Early Alert to Ruth Luna, Senior Director of Academic Advising (ext. 263 on Burbank campus, or ruth.luna@woodbury.edu). Ruth will coordinate assistance and resources for students as needed. San Diego faculty should submit forms to the Associate Director in San Diego by phone (619-235-9000 ext. 12) or in writing to Viola Samson or Yesica Guerra.

Counseling Center: Free counseling is available to any currently enrolled Woodbury student. Call Ilene Blaisch, Campus Counseling Center (ext. 237 or 818.252.5237), during business hours; you may ask the campus operator to page her, if urgent. Or email her at ilene.blaisch@woodbury.edu. The Counseling Center is located in Cabrini Hall, Room 106, Burbank/LA. . San Diego students can follow the above instructions or obtain information from the San Diego Administrative Offices.

Services available through the Counseling Center include:

- Individual, couple and/or family assessment and short term counseling
- Workshops and presentations on a variety of topics, emphasizing health and wellness
- Support groups (organized around student interest)
- Consultation to Woodbury faculty, staff, students and parents concerned about the emotional or mental health of a specific student
- Referrals to psychiatric and specialized mental health or community services
- Woodbury's On-line Screening for Depression, Anxiety, Alcohol and Eating Disorders: <http://www.mentalhealthscreening.org/screening/welcome.asp> (Keyword: Woodbury) – Students now have access year round to this anonymous screening program for depression, anxiety,

alcohol and eating disorders. Individuals can be surveyed on-line for symptoms of these disorders and connected with local resources for treatment, if necessary.

More information is available online at www.woodbury.edu under current students, health and counseling. If you have any questions, please call the Counseling Center at 818.252.5237.

In the rare case of students exhibiting extreme emotional distress (threatening harm to themselves or others) indicating that urgent intervention is necessary, call: 9-1-1,

- Burbank /LA Security: ext. 208 or 414, Cell 818. 355.8026, ext. 415 Cell 818.355.8023
- Psychiatric Mobile Response Team (LA County) – 24 hour access: 800.854.7771
- Report to: Office of Student Development, first contact Anne Ehrlich, Dean of Students, second contact Phyllis Cremer, Associate VP, 818.252.5254.

In San Diego, report to Debra Abel 619-235-2900 ext. 18.

c. Design Review Conduct

Woodbury students and faculty are expected to conduct themselves in a committed, passionate, open, supportive, respectful way during public reviews of student work. Instructors are expected to provide constructive, respectful criticism.

Students are expected to be in attendance and fully engaged for in-studio pin-ups and reviews.

An ethos of open, honest, respectful, supportive dialog is to be expected from faculty, students, and invited critics.

d. Studio Etiquette: Maintaining An Appropriate Work Environment

In any given studio section, every student is entitled to an equal amount of studio space and a learning and working environment that is conducive to receiving instruction, studying, and production. To maintain a safe and productive working environment, studios must maintain the following guidelines.

- A minimum of 18" clear space must be maintained in front of all electrical panels.
- Minimum 3'-8" aisles *MUST* be maintained throughout the studio at all times.
- Students are responsible for cleaning out their work spaces and removing all personal belongings by the last day of the final examination period of each semester. Anything left in studio spaces after that date will be disposed of.
- Dividers or partitions within the studio are strongly discouraged, and must not in any case extend higher than 4 feet.
- No more than one computer storage cabinet per student is allowed. No excess or unauthorized equipment or belongings are to be stored in studio.
- No overhead structures are allowed.
- Power tools may not be used in studio.
- Under no circumstances are students to consider the studio as their primary residence.
- Beds, clothing storage units, and other domestic furnishings are not allowed in studio.
- Cooking is not allowed in the studio.

e. Studio Etiquette: Ethical Conduct and Personal Safety

Students and faculty are expected to foster a collegial and professional working environment at all times in studio by displaying courteous comportment in respect to the gender, ethnicity, sexual orientation, and religion of other students and faculty.

- **Music and other acoustic distractions are not allowed during class time.** Courteous sound levels and/or headphones must be used when listening to music or other media during non-

class hours. Students expect each other to respond to the first request from another student to lower the volume of music. Students and faculty alike are urged to enforce this policy.

- Students should exercise appropriate caution and responsibility for their own safety, well-being, and property as well as that of their fellow students.
- Taking or using the belongings of others without their permission is not allowed. This includes using someone else's desk.
- Drinking alcohol or using illegal substances is not allowed in studio.
- Exterior doors are to be kept closed and locked as appropriate.
- Studio keys are not to be duplicated nor door access codes shared.

Implementation, Enforcement, and Revision:

At the first class meeting of each semester, studio instructors and volunteer studio representatives are to present, distribute, and review the studio culture policy in class. Students and faculty are to indicate their agreement to adhering to these guidelines by signing the document and returning it to the studio instructor.

Breaches of studio culture policy may be addressed in a variety of ways. First and foremost, students and instructors should communicate early and openly with each other about perceived infractions. Should studio reps feel that there is a need to address studio culture issues more broadly than on a case-by-case basis within studio, they are expected to take their studio's concerns to the Architecture Student Forum for discussion and recommended action. The officers of the Architecture Student Forum are then expected to bring recommendations for emending or enforcing the studio culture policy to the faculty meeting for discussion and action.

At the conclusion of each academic year, faculty and representatives of the Architecture Student Forum will review and revise the studio culture policy as necessary. The revised, updated policy will then be presented, distributed, discussed, and signed at the start of the following academic year.

This policy was last reviewed and approved by the faculty on March 27, 2007.

This policy was last reviewed and approved by the Architecture Student Forum on: April 10, 2007.

(Cut along this line and return bottom portion only)

Agreement

Please indicate your agreement to adhere to the above policies and guidelines by signing below and returning this signed statement to your instructor.

Course ID: _____ Section: _____

Student/Faculty name: _____

Signature: _____

Date: _____

4.3 Course Descriptions

AR 114.0

DESIGN COMMUNICATION 1

UNITS –3

PREREQUISITE – none

INSTRUCTOR – Ramirez, R.; Smulevich, G; Bosshart, P.; White, E.; Suarez, P.; Rinehart, T.

COURSE DESCRIPTION

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; equivalent to IA 105, Design Studio 1. Studio, six hours a week.

SPECIFIC LEARNING OUTCOMES

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

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

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

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding*: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability*: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

3	Graphic Skills	ability
5	Formal Ordering Systems	understanding
6	Fundamental Design Skills	ability

AR 182.0

DESIGN STUDIO 1A: PRINCIPLES AND PROCESSES, BODIES AND OBJECTS

UNITS – 4

PREREQUISITE –none

INSTRUCTOR – Molina, L.; Liptak, V.; Boomhower, M.; Zellner Bassett, P.; Chow, M.; Schafer, O.; Rudolph, R.; Roesling, R.; McDonald, M.; Burke, S.; Lindley, A.;

COURSE DESCRIPTION

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, eight hours a week.

SPECIFIC LEARNING OUTCOMES

- *Ability to* read, write, listen, and speak effectively
- *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
- *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
- *Ability to* use basic architectural principles in the design of buildings, interior spaces, and sites

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding*: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability*: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

1	Speaking and Writing Sills	ability
3	Graphics Skills	ability
5	Formal Ordering Systems	understanding
6	Fundamental Design Skills	ability

AR 183.0

DESIGN STUDIO 1B: NATURAL TENDENCIES

UNITS – 4

PREREQUISITE – none

INSTRUCTOR – Liptak, V.; Herbst, C.; Ward, C.; Hernandez, C.; Coggeshall, J.; Perez, H.; Ozorno, J.; Millar, N.; Molina, L.; Roesling, R.

COURSE DESCRIPTION

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, eight hours a week.

SPECIFIC LEARNING OUTCOMES

- *Ability to* read, write, listen, and speak effectively
- *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
- *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
- *Ability to* use basic architectural principles in the design of buildings, interior spaces, and sites
- *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
- *Understanding of* parallel and divergent canons and traditions of architecture and urban design in the non-Western world
- *Understanding of* national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition
- *Ability to* incorporate relevant precedents into architecture and urban design projects
- *Understanding of* the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding*: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability*: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

1	Speaking and Writing Sills	ability
3	Graphics Skills	ability
5	Formal Ordering Systems	understanding
6	Fundamental Design Skills	ability
8	Western Traditions	understanding
9	Nonwestern Traditions	understanding
10	National and Regional Traditions	understanding
11	Use of Precedents	ability
12	Human Behavior	understanding

AR 211.0
DESIGN COMMUNICATION 2

UNITS – 3

PREREQUISITE – none

INSTRUCTOR – Bosshart, P.; Owen, M; Kwak, J.; White, E.; Smulevich, G.

COURSE DESCRIPTION

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, six hours a week.

SPECIFIC LEARNING OUTCOMES

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

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-Understanding: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-Ability: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

3	Graphic Skills	ability
5	Formal Ordering Systems	understanding
6	Fundamental Design Skills	ability

AR 243.0
MATERIALS AND METHODS

UNITS – 3

PREREQUISITE – AR 182, Design Studio 1A: Principles and Processes, Bodies and Objects

INSTRUCTOR – Behun, W.; Roberts, N.; McInerney, P.

COURSE DESCRIPTION

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, three hours a week.

SPECIFIC LEARNING OUTCOMES

- *Ability to* gather, assess, record, and apply relevant information in architectural coursework
- *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
- *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
- *Understanding of* the basic principles and appropriate application and performance of building envelope 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
- *Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating*

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding*: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability*: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

4	Research Skills	ability
7	Collaborative Skills	ability
15	Sustainable Design	understanding
21	Building Envelop Systems	understanding
24	Building Materials and Assemblies	understanding
25	Construction Cost Control	understanding

AR 250.0

PROFESSIONAL PRACTICE 1; DOCUMENTATION AND CODES

UNITS – 3

PREREQUISITE – AR 211, Design Communication 2; AR 183, Design Studio 1B: Natural Tendencies

INSTRUCTOR – Kerr, R.; Tomaszewski, G.; Whelton, A.; Boomhower, M.; Kerr, R.; Jacobs, M.

COURSE DESCRIPTION

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, three hours a week.

SPECIFIC LEARNING OUTCOMES

- *Ability to* design both site and building to accommodate individuals with varying physical abilities
- *Understanding of* the basic principles of life-safety systems with an emphasis on egress
- *Ability to* make technically precise drawings and write outline specifications for a proposed design
- *Understanding of* the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user
- *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
- *Understanding of* the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers
- *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
- *Understanding of* the ethical issues involved in the formation of professional judgment in architectural design and practice.

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding*: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability*: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

14	Accessibility	ability
20	Life Safety	understanding
26	Technical Documentation	ability
27	Client Role in Architecture	understanding
30	Architectural Practice	understanding
31	Professional Development	understanding
33	Legal Responsibility	understanding
34	Ethics and Professional Judgment	understanding

AR 267.0
WORLD ARCHITECTURE 1

UNITS – 3

PREREQUISITE – IS 10x

INSTRUCTOR – Selah, G.; Vital, R.; Singley, P.; Leclerc, G.

COURSE DESCRIPTION

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. Equivalent to IA 164, History I, Ancient-1800. Lecture, three hours a week.

SPECIFIC LEARNING OUTCOMES

- *Ability to read, write, listen, and speak effectively*
- *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*
- *Ability to gather, assess, record, and apply relevant information in architectural coursework*
- *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*
- *Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding*: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability*: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

1	Speaking and Writing Skills	ability
2	Critical Thinking Skills	ability
4	Research Skills	ability
8	Western Traditions	understanding
9	Non-Western Traditions	understanding

AR 268
WORLD ARCHITECTURE 2

UNITS – 3

PREREQUISITE – IS 10x

INSTRUCTOR – Rosenblum, A.; Singley, P.; Rubinyi, K.; Selah, G.; Leclerc, G.; Sanchez, M.;

COURSE DESCRIPTION

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, three hours a week.

SPECIFIC LEARNING OUTCOMES

- *Ability to read, write, listen, and speak effectively*
- *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*
- *Ability to gather, assess, record, and apply relevant information in architectural coursework*
- *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*
- *Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world*
- *Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding*: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability*: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

1	Speaking and Writing Skills	ability
2	Critical Thinking Skills	ability
4	Research Skills	ability
8	Western Traditions	understanding
9	Nonwestern Traditions	understanding
10	National and Regional Traditions	understanding

AR 281.0

DESIGN STUDIO 2A: PROGRAM AND SPACE

UNITS – 5

PREREQUISITE – AR 182, Design Studio 1A: Principles and Processes, Bodies and Objects

INSTRUCTOR – Liptak, V.; Boomhower, M.; Centuori, J.; Navarro, A.; Owen, M.; Coggeshall, J.; Perez, H.; Schafer, O.; Schafer, D.; Seltzer, R.; Mussel, J.;

COURSE DESCRIPTION

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, ten hours a week.

SPECIFIC LEARNING OUTCOMES

- *Ability to* read, write, listen, and speak effectively
- *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
- *Ability to* use basic architectural principles in the design of buildings, interior spaces, and sites
- *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
- *Understanding of* parallel and divergent canons and traditions of architecture and urban design in the non-Western world
- *Understanding of* national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition
- *Ability to* incorporate relevant precedents into architecture and urban design projects
- *Understanding of* the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment
- *Understanding of* the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding*: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability*: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

1	Speaking and Writing Sills	ability
3	Graphics Skills	ability
6	Fundamental Design Skills	ability
8	Western Traditions	understanding
9	Nonwestern Traditions	understanding
10	National and Regional Traditions	understanding
11	Use of Precedents	ability
12	Human Behavior	understanding
24	Building Materials and Assemblies	understanding

AR 283.0
DESIGN STUDIO 2B: SITE ORDERS

UNITS – 5

PREREQUISITE – AR 183, Design Studio 1B: Natural Tendencies

INSTRUCTOR – Perez, H.; Herbst, C.; Schafer, O.; Freeland, D.; Chow, M.; Kerr, R.; Whelton, A.; Ozorno, J.; Nickels, J.; Bharne, V.; Mussel, J.; Neubert, A.; Moossaian, M.

COURSE DESCRIPTION

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, ten hours a week.

SPECIFIC LEARNING OUTCOMES

- *Ability to* read, write, listen, and speak effectively
- *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
- *Ability to* use basic architectural principles in the design of buildings, interior spaces, and sites
- *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
- *Understanding of* parallel and divergent canons and traditions of architecture and urban design in the non-Western world
- *Understanding of* national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition
- *Ability to* incorporate relevant precedents into architecture and urban design projects
- *Ability to* respond to natural and built site characteristics in the development of a program and the design of a project

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding:* assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability:* skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

1	Speaking and Writing Sills	ability
3	Graphics Skills	ability
6	Fundamental Design Skills	ability
8	Western Traditions	understanding
9	Nonwestern Traditions	understanding
10	National and Regional Traditions	understanding
11	Use of Precedents	ability
17	Site Conditions	ability

**AR 326.0 F1, F2
STRUCTURES 1**

UNITS – 3

PREREQUISITES – MA 202, Trigonometry or MA 251, Trig w/ Descriptive Geometry and SC 240, Physics I

INSTRUCTOR – Shoraka, K.; Medina, S.; Porush, T.;

COURSE DESCRIPTION

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, three hours a week.

SPECIFIC LEARNING OUTCOMES

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

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding*: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability*: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

**AR 327.0
STRUCTURES 2**

UNITS – 4

PREREQUISITE – AR 326, Structures 1

INSTRUCTOR – Porush, T.; Medina, S.; Shoraka, K.; Williamson, C.;

COURSE DESCRIPTION

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, four hours a week.

SPECIFIC LEARNING OUTCOMES

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

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-Understanding: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-Ability: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

AR 330.0
THEORY OF ARCHITECTURE

UNITS – 3

PREREQUISITE – AR 268, World Architecture 2

INSTRUCTOR – Linton, J.; Southern, J.; Dietz, A.

COURSE DESCRIPTION

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, three hours a week.

SPECIFIC LEARNING OUTCOMES

- *Ability to* read, write, listen, and speak effectively
- *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
- *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
- *Understanding of* parallel and divergent canons and traditions of architecture and urban design in the non-Western world
- *Understanding of* national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition
- *Ability to* incorporate relevant precedents into architecture and urban design projects
- *Understanding of* the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment
- *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

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding*: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability*: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

1	Speaking and Writing Skills	ability
2	Critical Thinking Skills	ability
8	Western Traditions	understanding
9	Non-Western Traditions	understanding
10	National and Regional Traditions	understanding
11	Use of precedents	ability
12	Human Behavior	understanding
13	Human Diversity	understanding

AR 334.0
URBAN DESIGN THEORY

UNITS – 3

PREREQUISITE – AR 330, Theory of Architecture

INSTRUCTOR – Arnold, H.; Linton, J.; Loomis, A.

COURSE DESCRIPTION

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, three hours a week.

SPECIFIC LEARNING OUTCOMES

- *Ability to* read, write, listen, and speak effectively
- *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
- *Ability to* gather, assess, record, and apply relevant information in architectural coursework
- *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
- *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
- *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
- *Understanding of* parallel and divergent canons and traditions of architecture and urban design in the non-Western world
- *Understanding of* national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition
- *Ability to* incorporate relevant precedents into architecture and urban design projects
- *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
- *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

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding:* assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability:* skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

1 Speaking and Writing Skills ability

2	Critical Thinking Skills	ability
4	Research Skills	ability
5	Formal Ordering Systems	understanding
7	Collaborative Skills	ability
8	Western Traditions	understanding
9	Non-Western Traditions	understanding
10	National and Regional Traditions	understanding
11	Use of Precedents	ability
13	Human Diversity	understanding
32	Leadership	understanding

UNITS – 3

PREREQUISITE – AR 330, Theory of Architecture

INSTRUCTOR – Singley, P.; Peralta, R.; Wahlroos-Ritter, I.; Bharne, V.; Arnold, H.; Rosenblum, A.; Sharif, M.

COURSE DESCRIPTION

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 AR 487 and AR 491 Contemporary Topics Studios.

SPECIFIC LEARNING OUTCOMES

- *Ability to* read, write, listen, and speak effectively
- *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
- *Ability to* gather, assess, record, and apply relevant information in architectural coursework
- *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
- *Understanding of* parallel and divergent canons and traditions of architecture and urban design in the non-Western world
- *Understanding of* national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition
- *Ability to* incorporate relevant precedents into architecture and urban design projects

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding:* assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability:* skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

1	Speaking and Writing Skills	ability
2	Critical Thinking Skills	ability
4	Research Skills	ability
8	Western Traditions	understanding
9	Non-Western Traditions	understanding
10	National and Regional Traditions	understanding
11	Use of Precedents	ability

AR 383.0

DESIGN STUDIO 3A: HOUSE AND HOUSING

UNITS – 6

PREREQUISITE – AR 281, Design Studio 2A: Program and Space

INSTRUCTOR – Bertheaud, S.; Rinehart, T.; Georgescu, D.; Wagner, W.; Maynard, D.; Creimer, M.; Whelton, A.; Gomez-Chessum, I.; Gottschalk, K.; McInerey, P.; Stroop, V.; Renger, Y.; Southern, J.; Freeland, D.; Jacobs, M.

COURSE DESCRIPTION

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, twelve hours a week.

SPECIFIC LEARNING OUTCOMES

- *Ability to* read, write, listen, and speak effectively
- *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
- *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
- *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
- *Understanding of* parallel and divergent canons and traditions of architecture and urban design in the non-Western world
- *Understanding of* national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition
- *Ability to* incorporate relevant precedents into architecture and urban design projects
- *Understanding of* the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment
- *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
- *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
- *Understanding of* the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding*: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability*: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

1	Speaking and Writing Skills	ability
3	Graphics Skills	ability
7	Collaborative Skills	ability
8	Western Traditions	understanding
9	Non-Western Traditions	understanding
10	National and Regional Traditions	understanding
11	Use of Precedents	ability
12	Human Behavior	understanding
13	Human Diversity	understanding
15	Sustainable Design	understanding
27	Client Role in Architecture	understanding

AR 384.0

DESIGN STUDIO 3B: STRUCTURE, SYSTEMS, SPACE AND FORM

UNITS – 6

PREREQUISITE – AR 280, Design Studio 2B: Site Orders–

INSTRUCTOR – Bosshart, P.; Milner, J.; Peralta, R.; Garcia, F.; Maynard, D.; Groh, P.; Roberts, N.; Gomez-Chessum, I; Creimer, M.; Smith, K.; Schafer, D.; Owen, W.; Smulevich, G.; Southern, J.; Zavolta, J.

COURSE DESCRIPTION

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.

SPECIFIC LEARNING OUTCOMES

- *Ability to* read, write, listen, and speak effectively
- *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
- *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
- *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
- *Understanding of* parallel and divergent canons and traditions of architecture and urban design in the non-Western world
- *Understanding of* national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition
- *Ability to* incorporate relevant precedents into architecture and urban design projects

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding*: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability*: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

1	Speaking and Writing Skills	ability
3	Graphics Skills	ability
7	Collaborative Skills	ability
8	Western Traditions	understanding
9	Non-Western Traditions	understanding
10	National and Regional Traditions	understanding
11	Use of Precedents	ability

AR 425.0
ENVIRONMENTAL SYSTEMS

UNITS – 3

PREREQUISITE – SC 241, Physics II; AR 281, Design Studio 2B: Program and Space

INSTRUCTOR – Glazebrook, S.; Milner, J.; Chan, J.

COURSE DESCRIPTION

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, three hours a week.

SPECIFIC LEARNING OUTCOMES

- *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
- *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
- *Understanding* of the basic principles of life-safety systems with an emphasis on egress
- *Understanding* of the basic principles and appropriate application and performance of building envelope materials and assemblies
- *Understanding* of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems
- *Understanding* of the fundamentals of building cost, life-cycle cost, and construction estimating

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding*: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability*: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

15	Sustainable Design	understanding
19	Environmental Systems	understanding
20	Life Safety	understanding
21	Building Envelope Systems	understanding
22	Building Service Systems	understanding
25	Construction Cost Control	understanding

UNITS – 3

PREREQUISITE – AR 250, Professional Practice 1; AR 334, Urban Design History/Theory

INSTRUCTOR – Bertheaud, S.; Rinehart, T.; Whelton, A.; Roberts, N.; Gunther, T.; Arnold, H.

COURSE DESCRIPTION

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, three hours a week.

SPECIFIC LEARNING OUTCOMES

Ability to read, write, listen, and speak effectively

- *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
- *Ability to* gather, assess, record, and apply relevant information in architectural coursework
- *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
- *Ability to* respond to natural and built site characteristics in the development of a program and the design of a project
- *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
- *Understanding of* the ethical issues involved in the formation of professional judgment in architectural design and practice.

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding*: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability*: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

1	Speaking and Writing Skills	ability
2	Critical Thinking Skills	ability
4	Research Skills	ability
16	Program Preparation	ability
17	Site Conditions	ability
33	Legal Responsibilities	understanding
34	Ethics and Professional Judgment	understanding

AR 450.0
PROFESSIONAL PRACTICE 3:
DOCUMENTS AND PROJECT ADMINISTRATION

UNITS – 3

PREREQUISITE – AR 366, Contemporary Issues: Practice and Theory; and AR 448, Professional Practice 2: Research and Pre-Design.

INSTRUCTOR – Boomhower, M.; Jubany, H.

COURSE DESCRIPTION

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, three hours a week.

SPECIFIC LEARNING OUTCOMES

- *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
- *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
- *Understanding of* the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user
- *Understanding of* obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts
- *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
- *Understanding of* the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers
- *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
- *Understanding of* the ethical issues involved in the formation of professional judgment in architectural design and practice.

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding*: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability*: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

7	Collaborative Skills	ability
16	Program Preparation	ability
27	Client Role in Architecture	understanding
29	Architects' Administrative Roles	understanding
30	Architectural Practice	understanding
31	Professional Development	understanding
33	Legal Responsibilities	understanding
34	Ethics and Professional Judgement	understanding

AR 464.0
SYSTEMS INTEGRATION

UNITS – 3

PREREQUISITE – AR 243, Materials and Methods; AR 425, Environmental Systems; AR 326, Structures 1

INSTRUCTOR – Herbst, C.; Zeballos, S.; Conolly, C.; Selah, G.; Simmonds, P.

COURSE DESCRIPTION

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, three hours a week.

SPECIFIC LEARNING OUTCOMES

- *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*
- *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*
- *Understanding of the basic principles of life-safety systems with an emphasis on egress*
- *Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies*
- *Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*
- *Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*
- *Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*
- *Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating*
- *Ability to make technically precise drawings and write outline specifications for a proposed 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*

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding*: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability*: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

15	Sustainable Design	understanding
19	Environmental Systems	understanding
20	Life Safety	understanding
21	Building Envelope Systems	understanding
22	Building Service Systems	understanding
23	Building Systems Integration	ability
24	Building Materials and Assemblies	understanding
25	Construction Cost Control	understanding
26	Technical Documentation	ability
28	Comprehensive Design	ability

AR 487.0

DESIGN STUDIO 4A: CONTEMPORARY TOPICS STUDIO

UNITS – 6

PREREQUISITE – AR 384, Design Studio 3B: Structure, Systems, Space and Form; Successful Portfolio Review

INSTRUCTOR – Milner, J.; Centuori, J.; Georgescu, D.; Forster, D.; Crockett, C.; Cantlay, B.; Montezmolo, F.; Peralta, R.; Bosshart, P.; Zavolta, J.; Smulevich, G.; Wahlroos-Ritter, R.

COURSE DESCRIPTION

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. Studio, twelve hours per week.

SPECIFIC LEARNING OUTCOMES

- *Ability to* read, write, listen, and speak effectively
- *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
- *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
- *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
- *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
- *Understanding of* parallel and divergent canons and traditions of architecture and urban design in the non-Western world
- *Understanding of* national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition
- *Ability to* incorporate relevant precedents into architecture and urban design projects
- *Ability to* design both site and building to accommodate individuals with varying physical abilities
- *Ability to* respond to natural and built site characteristics in the development of a program and the design of a project
- *Understanding of* the basic principles of life-safety systems with an emphasis on egress
- *Understanding of* the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse
- *Ability to* make technically precise drawings and write outline specifications for a proposed 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*

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding*: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability*: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

1	Speaking and Writing Skills	ability
2	Critical Thinking Skills	ability
3	Graphics Skills	ability
7	Collaborative Skills	ability
8	Western Traditions	understanding
9	Non-Western Traditions	understanding
10	National and Regional Traditions	understanding
11	Use of Precedents	ability
14	Accessibility	ability
17	Site Conditions	ability
20	Life Safety	understanding
24	Building Materials and Assemblies	understanding
26	Technical Documentation	ability
28	Comprehensive design	ability

UNITS – 6

PREREQUISITE – AR 384, Design Studio 3B: Structure, Systems, Space and Form

INSTRUCTOR – Southern, J.; Ozorno, J.; Dietz, A.; Herbst, C.; Peralta, A.; Zavolta, J.; Strzebniok, P.; Wahlroos-Ritter, I.; Sharif, M.; Bertheaud, S.; Roberts, N.; Ra, P.

COURSE DESCRIPTION

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, twelve hours per week.

SPECIFIC LEARNING OUTCOMES

- *Ability to* read, write, listen, and speak effectively
- *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
- *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
- *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
- *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
- *Understanding of* parallel and divergent canons and traditions of architecture and urban design in the non-Western world
- *Understanding of* national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition
- *Ability to* incorporate relevant precedents into architecture and urban design projects
- *Understanding of* the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment
- *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
- *Ability to* respond to natural and built site characteristics in the development of a program and the design of a project
- *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

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding*: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability*: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

1	Speaking and Writing Skills	ability
2	Critical Thinking Skills	ability
3	Graphics Skills	ability
7	Collaborative Skills	ability
8	Western Traditions	understanding
9	Non-Western Traditions	understanding
10	National and Regional Traditions	understanding
11	Use of Precedents	ability
12	Human Behavior	understanding
13	Human diversity	understanding
17	Site Conditions	ability
32	Leadership	

AR 491.0

DESIGN STUDIO 5A: CONTEMPORARY TOPICS STUDIO

UNITS – 6

PREREQUISITE – AR 384, Design Studio 3B, Structure, Systems, Space and Form.

INSTRUCTOR – Centuori, J.; Milner, J.; Peralta, R.; Siegal, J.; Stankard, M.; Smulevich, G.; Wahlroos-Ritter, I.; Georgescu, D.; Forster, D.; Crockett, C.; Cantley, B.; Montezemolo, F.; Bosshart, P. Sharif, M.; Zavolta, J.

COURSE DESCRIPTION

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 for AR 491, Design Studio 5A: Contemporary Topics Studio. Studio, twelve hours a week.

SPECIFIC LEARNING OUTCOMES

- *Ability* to read, write, listen, and speak effectively
- *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
- *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
- *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
- *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
- *Understanding* of parallel and divergent canons and traditions of architecture and urban design in the non-Western world
- *Understanding* of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition
- *Ability* to incorporate relevant precedents into architecture and urban design projects

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding*: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability*: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

1	Speaking and Writing Skills	ability
2	Critical Thinking Skills	ability
3	Graphics Skills	ability
7	Collaborative Skills	ability
8	Western Traditions	understanding
9	Non-Western Traditions	understanding
10	National and Regional Traditions	understanding
11	Use of Precedents	ability

AR 492.0
DEGREE PROJECT

UNITS – 6

PREREQUISITE – AR 448, Professional Practice 2: Research and Pre-Design
AR 491, Design Studio 5A: Contemporary Topics Studio

INSTRUCTOR – Rinehart, T.; Roberts, N.; Chan, J.; Liptak, V.; Nickels, J.; Bertheaud, S.; Herbst, C.; Smulevich, G.; Millar, N.; Wahlroos-Ritter, I.

COURSE DESCRIPTION

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, twelve hours a week.

SPECIFIC LEARNING OUTCOMES

- *Ability to* read, write, listen, and speak effectively
- *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
- *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
- *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
- *Understanding of* parallel and divergent canons and traditions of architecture and urban design in the non-Western world
- *Understanding of* national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition
- *Ability to* incorporate relevant precedents into architecture and urban design projects
- *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
- *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

NAAB PERFORMANCE CRITERIA

Levels of accomplishment

-*Understanding*: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

-*Ability*: skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solution of specific problems.

NAAB Criteria Satisfied

1	Speaking and Writing Skills	ability
2	Critical Thinking Skills	ability
3	Graphics Skills	ability
8	Western Traditions	understanding
9	Non-Western Traditions	understanding
10	National and Regional Traditions	understanding
11	Use of Precedents	ability
16	Program Preparation	ability
28	Comprehensive Design	ability

4.4 Faculty Resumes

HADLEY H.S. ARNOLD

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

- AR 366 Contemporary Issues Seminar: Deep Green: What is Environmental Urbanism? Critical Case Studies in the Contemporary Practice of Sustainable Urban Design
- AR 448 Professional Practice II, with Aaron Whelton
- AR 366 Contemporary Issues Seminar: Water and Power: Irrigation, Cities and the Idea of Perfection
- AR 492 Degree Project. Advisor to four students.

EDUCATION

- 1994 Master of Architecture
Southern California Institute of Architecture (SCI-Arc), Los Angeles, California.
Alpha Rho Chi medal
- 1986 Bachelor of Arts
Harvard College, Department of Fine Arts
Nominee, Mellon Fellowship for Teaching in the Humanities.

TEACHING AND ACADEMIC SERVICE

- 2006 Summer Architecture and the Anthropogenic Landscape. With Peter Arnold. Advanced Option Studio
Woodbury University, Burbank, California.
- 2005 Fall In-Here, Out-There: Explorations and Investigations on the Los Angeles River and Los Angeles Aqueduct, with Peter Arnold. Contemporary Issues Seminar, Woodbury University, Burbank, California.
- 2005 Summer Architecture and Adaptation in the Anthropocene Era, with Peter Arnold. Advanced Option Studio, Woodbury University, Burbank, California.
- 2002-2006 AR 334 Urban Design Theory. Seminar, Woodbury University, Burbank.
- 2002-2007 Degree Project Advisor, 4 to 6 students, Woodbury University, Burbank.
- 2004 Summer Re-Tooling the Hydraulic Society, with Hadley Arnold. Advanced Option Studio, Woodbury University, Burbank, California.
- 2003 Summer Livable Landscapes, Sustainable Settlements, with Hadley Arnold. Advanced Option Studio, Woodbury University, Burbank, California.
- 2002 Summer Visionary Infrastructures: The Modern Hacienda, with Hadley Arnold. Advanced Option Studio, Woodbury University, Burbank, California
- 2001 Winter Second Year Studio, UCLA Graduate School of Architecture and Urban Design, Los Angeles, California.
- 2001 Fall Water & Architecture: Redesigning the Hydraulic Society, with Peter Arnold. Advanced Topics Studio, Graduate School of Architecture and Urban Design, University of California, Los Angeles, California.
- 1995, Fall Oakwood: The Political Economy of Place. Graduate seminar, Southern California Institute of Architecture (SCI-Arc). With Mike Davis

PROFESSIONAL PRACTICE

- 1998-Present Office of Hadley and Peter Arnold LLC
- 2005 Canyon House. Los Angeles, California. Single-family residence; environmental case study.
Desert House. Mesa de Las Viejas, Rio Arriba County, New Mexico, ongoing.
- 2001 Southern California Flower Market, Los Angeles, California. Commercial remodel.
- 1999-2001 Retooling Architecture: How Frank Gehry's Work is Designed and Built. Curation & exhibition design.
Canadian Centre for Architecture. Montreal, Quebec. Project.
- 2001 Rugged Land, New York, New York. Commercial interior.
- 1995-1998 Rattlebag, Inc., New York, NY
- 1999, Feb "Architectural Storytelling: Making Room for Architecture in the Classroom." Summit School faculty.
Winston-Salem, North Carolina.
- 1998, Sep "Invisible Cities: Making Place in Seattle's International District." Local Initiatives Support Corporation.
Seattle, Washington.
- 1998, Jun "Memory Pool: Envisioning the Future of an American Ruin." Friends of McCarren Pool Restoration
Project. Brooklyn, New York.
- 1994-1995 Foundation of the Southern California Institute of Architecture (SCI-Arc), Los Angeles, California
Director. Strategic planning, public programming, and development for an independent school of
architecture.
- 1987-1990 Getty Center for the History of Art and the Humanities, Santa Monica, California.
Assistant Editor, publications and exhibitions.

AWARDS AND HONORS

- 2006 Grant Recipient, Maxine Frankel Award, Woodbury University, Burbank, California. Watercourses: The

- 2004 Architecture of Water in the West: A Photographic and Written Survey, with Peter Arnold.
Grant Recipient, the LEF Foundation, The Architecture of Water in the West: A Photographic and Written Survey, with Peter Arnold.
- 2000 Fellow, the Bogliasco Foundation, Villa Liguria Study Center for the Arts and Humanities, Genova, Italy.
- 1999 Grant Recipient, Graham Foundation for Advanced Studies in the Fine Arts, The Architecture of Water in the West: A Photographic and Written Survey, with Peter Arnold.

PUBLICATIONS

- 2000 *Work/Life: Tod Williams Billie Tsien, Tod Williams and 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).
- 2003 *Vitruvius: A New Critical Edition*, Thomas Gordon Smith (New York: Monacelli Press).
- 1994 Jan. "Which Way SCI-Arc? The Future of Experimental Architectural Education," in *L.A. Architect*.

LECTURES AND EXHIBITIONS

- 2007 "Water as Power," Woodbury University Lecture Series 2006-2007, with Peter Arnold.
- 2006 "Water as Thesis," presentation to USC School of Architecture Thesis Students.
New Blood: Next Gen Group Exhibition, Architecture + Design Museum (A+D), Los Angeles, California.
"Future Directions" roundtable panel with Frances Anderton, moderator
Part of New Blood: Next Gen Group Exhibition, A+D, Los Angeles, CA
"Concrete Plasticity," presentation to Mark Lee's Materials +Methods seminar, UCLA
- 2002-2004

PROFESSIONAL MEMBERSHIP

- 2001-2002 Board of Directors, L.A. Forum for Architecture & Urban Design
- 1991-1995 Board of Directors, SCI-Arc

PETER ARNOLD

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 4930 4th Year Open Studio
AR 4931 4th Year Open Studio
AR 4932 4th Year Open Studio

EDUCATION

Master of Architecture
Southern California Institute of Architecture (SCI-Arc)

TEACHING AND ACADEMIC SERVICE

2006, Summer Architecture and the Anthropogenic Landscape.
2005, Fall In-Here, Out-There
2005, Summer Architecture and Adaptation in the Anthropocene Era
2004, Summer Re-Thinking the Hydraulic Landscape
2003, Summer Livable Landscapes, Sustainable Settlements
2002, Summer Visionary Infrastructures: The Modern Hacienda
2001, Fall Water & Architecture: Redesigning the Hydraulic Society

PROFESSIONAL PRACTICE

1999-2007 Office of Hadley + Peter Arnold LLC:
2005 Canyon House. Los Angeles, California.
Single-family residence; complete re-design and re-building; an environmentally sensitive 'case study.'
Residence, interiors, and landscape design.
2006 Featured Project: New Blood: Next Gen, Architecture + Design Museum (A+D), Los Angeles, CA
2000 Desert House. Mesa de Las Viejas, Rio Arriba County, New Mexico. Prototype, off-the-grid, rainwater-harvesting, year-round residential research station.
2006 Featured Project: New Blood: Next Gen, Architecture + Design Museum (A+D), Los Angeles, California
1994-1999 Tod Williams Billie Tsien and Associates, New York, NY
1996-1998 Project Architect: Rifkind Residence, East Hampton, New York. 3,800-square foot residence, interior and landscape design.

AWARDS AND HONORS

2006 Grant Recipient, Maxine Frankel Award, Woodbury University, Burbank, California. Watercourses: The Architecture of Water in the West: A Photographic and Written Survey, with Hadley Arnold.
2004 Grant Recipient, The LEF Foundation, The Architecture of Water in the West: A Photographic and Written Survey, with Hadley Arnold.
2000 Fellow, The Bogliasco Foundation, Villa Liguria Study Center for the Arts and Humanities, Genova, Italy.
2000 American Institute of Architects, National Honor Award
1999 Grant Recipient, Graham Foundation for Advanced Studies in the Fine Arts, the Architecture of Water in the West: A Photographic and Written Survey, with Hadley Arnold.
1999 American Institute of Architects, New York Chapter, Honor Award
1999 Record Houses, *Architectural Record*
1997 American Institute of Architects, National Honor Award
1997 NYACE Engineering Excellence Platinum Award
1997 National ACEC Engineering Excellence Award Finalist
1996 CRSI Design Award
1996 WCCC Meritorious Project Achievement Award
1996 San Diego AIA Honor Award
1996 SDG&E Energy Efficiency Integration Design Award
1996 IESNA Award of Excellence for Interior Lighting Design
1996 San Diego Grand Orchid Award
1996 American Institute of Architects, New York Chapter, Honor Award
1996 American Society of Landscape Architects, Design Honor Award
1996 *Time Magazine*, Best of Design
1994-1996 Architect, Full Time On-Site Construction Management and Job Supervision: The Neurosciences Institute, La Jolla, California. 50,000-square foot neuroscience research complex of 3 buildings: laboratories; library and offices; and a 250-seat auditorium.
1995 San Diego ACI Architectural Concrete Award
1993 American Institute of Architects, San Diego Chapter, Honor Award (Design)

LECTURES AND EXHIBITIONS

2006-2007 Woodbury University Lecture Series, Water as Power, with Hadley Arnold.

2006

Group Exhibition: New Blood: Next Gen, Architecture + Design Museum (A+D), Los Angeles, California.

STAN BERTHEAUD

Professor

CURRENT COURSE(S) TAUGHT

AR 182	Design Studio 1A: Principles & Processes
AR 281	Design Studio 2A: Program & Space
AR 3722	Living in Oblivion
AR 383	Design Studio 3A: House and Housing
AR 384	Design Studio 3B: Structure, Systems
AR 448	Professional Practice 2
AR 487	Design Studio 4A: Contemporary Topics
AR 491	Design Studio 5A: Contemporary Topics
AR 3991	Mini Studio
AR 3992	Mini Studio
AR 4993	Degree Project Publication

EDUCATION

1990	Graduate work in "Film Production" and "Screenwriting" University of Southern California, School of Cinema and Television, Los Angeles, CA
1979	Master of Architecture North Carolina State University Raleigh, NC
1978	Bachelor of Architecture Louisiana State University Baton Rouge, LA

REGISTRATION

Licensed in State of Louisiana (currently lapsed)

TEACHING AND ACADEMIC SERVICE

1989-Present	Woodbury University, School of Architecture, San Diego Professor, full-time
2005-2006	Auburn University Paul Rudolph Visiting Professor (one year appointment)

UNIVERSITY SERVICE

2007-Present	Woodbury University: Inaugural Board Member: ITS (Interdisciplinary Program@ Woodbury University),
1989-Present	Committee work: Personnel, Policy, Library, Academic Appeals, Faculty Budget, Numerous Ad Hoc, Nominating & Search committees.
2006	Auburn University, Writing Awards Committee, 2006.
2003 – 2005	Mt. San Antonio College - Architectural Technology Advisory Committee
1999	Chautauqua Competition. Coordinator. Sponsored by ASEA (American Society of Architects and Engineers).
1999	East Los Angeles College Advisory Board
1998-	Present Mesa College Advisory Board.
1998	Ad Hoc Committee on Architectural Education, sponsored by the AIA/San Diego Chapter and convened at the Newschool of Architecture.
1990-2001	Faculty advisor, AIAS (American Institute of Architects, Student Chapter).
1996-1997	Faculty judge, Student Talent Show.
1996	Faculty advisor, Publications Club.
1993	Faculty advisor, Mountain Bike Club.

PROFESSIONAL PRACTICE AND SERVICE

2007-Present	Planning commissioner / Oceanside ca - Term: 2007-2011
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AWARDS AND HONORS

2005-2006	Architecture/design Paul Rudolph Visiting Professorship - Auburn University, Auburn, Alabama. Faculty of record with Geraldine Forbes - Honorable Mention, Washington, D.C, Martin Luther
2000	King Memorial Competition, Ernie Moore, student designer.
2000	Lumbermans Competition, Ojay Faculty of record with Carl Strona and Haley Hodnett - Winner, Pagano, student designer.
1996	Associated Student Government (ASG), Woodbury University, Faculty Member of the Year.
1993	Fellowship, AIA/ACSA "Professional Practice in the Design Studio" summer workshop.
1986	Santa Fe, NM Restoration/Renovation Honor Award, 1912 St. Charles Avenue Project, Historic District Landmarks Commission, New Orleans, LA, Commendation, New Construction in a Historic District, Sugarhouse Hotel Project, Historic District

PUBLISHED WRITINGS

In progress

3 Foot Eleven: a Child's Eye View of Hurricane Katrina (A children's book done in conjunction with 4th year Auburn architecture students.)

VINAYAK BHARNE

Adjunct Faculty

CURRENT COURSE(S):

AR 366 Contemporary Issues "Estimating Asia"
AR 280 Roving Critic: Sustainable Issues, Studio 2B

EDUCATION

1998 Master of Architecture
University of Southern California
1995 Bachelor of Architecture
Goa University, India

REGISTRATION

Licensed Architect in India

TEACHING AND ACADEMIC SERVICE

2005-Present Woodbury University School of Architecture
Instructor
2007 Academic Service: Co-Chair, "Estimating Asia" Symposium

PROFESSIONAL PRACTICE AND SERVICE

2006-Present Associate, Torti Gallas & Partners
1997-2005 Senior Urban Designer, Moule & Polyzoides Architects

AWARDS AND HONORS

2007 Maxine Frankel Grant, Woodbury University
2007 Faculty Development Grant, Woodbury University
2001 First Prize, Del Mar Station Competition (as Project Lead at Moule & Polyzoides)
2001 APA Focused Study Award, Magnolia Corridor Revitalization (as Project Lead at Moule & Polyzoides),
1997-1998 Presidential Fellow, USC Marshall School of Business
1998 Outstanding Academic Achievement Award, USC School of Architecture
1995 Best Thesis, Goa University
1993 Jaycee Traveling Fellow (to Japan)
1993 First Prize, Nat'l Association of Students of Architecture Design Competition "The Wall"

PUBLISHED WRITINGS

BOOKS

In progress *Japanese Architecture: Traditions & Mutations* – Author
Los Angeles: Building the Polycentric Region (CNU) – Contributing Author, 3 Chapters: "The Block"; "The Street"; "The Building"
In Praise of Shadows (Koda Press) – Contributing Author, After-word:
"Perceptions of the Shadowy World"

EDITORIAL

2005 Congress for the New Urbanism – Editorial Board
2003 *Los Angeles Forum* Issue 6 – A Note on Downtown – Co-Editor, www.laforum.org/issues/issue6.php
2001-2002 *Urban Ecology* (Independent Press) – Contributing Editor
1997-1998 *Saintonge IV* (Architecture Guild Press, USC) – Assistant Editor

SELECTED PAPERS

2007, Nov "Isozaki's Conundrum" – *Journal of Architectural Education*,
2007 "Time-Consciousness in Japanese Architecture" – Lotus Leaves, *Society for Asian Art*
2007 "The Mondrian in the Japanese Room" – ACSA Annual Conference Proceedings
2007 Deliberate Dusk: Darkness & the experience of Japanese space - ACSA Annual Conf. Proceedings
2007 Kyoto: The view from Rome – *Kyoto Journal*, No. 65 (Japan)
2006 From Mega-block to Mixed-use Block – ACSA West Regional Conference Proceedings,
2005 Complexity & Contradiction in Japan – selected for ACSA International Conference, (unpublished)
2005 The dilemma of Japan's Street & Square – ACSA Annual Conf. Proceedings
2004, Oct/Nov On Kabe – The transient Japanese Wall – *Japan Foundation Newsletter* Vol. XXX No. 1
2004, winter From Tree to Temple town – *Urban Design Quarterly*, Issue 89 (United Kingdom)
2003-2004 A Note on Downtown Los Angeles – *Los Angeles Forum* Issue 6
2003, Dec Urbanism without Urbanists – *Urban Forum*, Issue No. 64 (Australia)
2003, Feb Food & Transience – *Asian Art*, www.asianart.com/articles/wood/index.html
2001-2002, winter Urban Solace - *Urban Ecology*
2000-2001, winter Bungle in the Jungle - *Urban Ecology*
2001, Oct New Urbanism in Bombay: Towards a self-help city - *Congress for the New Urbanism Council R Report 2*
2001, Sept Ruins & Reincarnations: The old and new cathedrals – *Los Angeles Forum* Issue 2

2000, Mar/Apr Civano: A Vision Keeper's statement - *Congress for the New Urbanism Council Report 1.*
2000 Perceptions of the Shadowy World – *Journal of Japanese Cultural Arts*, No. 4, w
www.michionline.org

PROFESSIONAL MEMBERSHIP

2005-Present Advisory Board - Prague Institute for Global Urban Development (GUD),
2006 -Present Founding Member, Organizing Committee - Congress for the New Urbanism
Southern California Chapter
Executive Committee - Congress for the New Urbanism XIII, Pasadena, CA

MATTHEW C. BOOMHOWER

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 250 Professional Practice 1
AR 450 Professional Practice 3

EDUCATION

2004 Form/Reform Conference on Environment & Art
Georgetown University, Center for Liturgy
1997 Bachelor of Architecture
University of Tennessee, Knoxville

REGISTRATION

2007 Architect, State of California No. C-30712
2007 Post Disaster Safety Assessment ATC-20
2005 MasterFormat® Accredited Instructor (MAI)
2004 Certified Construction Contract Administrator (CCCA)
1997 Construction Document Technologist (CDT)

TEACHING AND ACADEMIC SERVICE

2002-Present Woodbury University
2001 Woodbury University, Guest Lecturer, Guest Lecturer
2000 Newschool of Architecture, San Diego, CA, Guest Lecturer
1999 University of Tennessee, School of Architecture, Guest Lecturer

PROFESSIONAL PRACTICE AND SERVICE

2002-Present Southern Cross Property Consultants, San Diego, CA; President & Managing Partner
1999-2002 Nielsen Dillingham Builders, Dan Diego, CA; Preconstruction Services, Estimator
2000 San Diego Ballpark Builders JV; Assistant Project Manager, Field Management team for PETCO Park
1999 Project Controls Group, Project Engineer/Scheduling Technician
1999-2000 Project Engineer, Field Management Team, Gatlinburg, TN
1997-1999 JOSEPH Construction Co., Knoxville, TN; Project Manager/Estimator

COMMUNITY SERVICE

2007-Present Lutheran Campus Council, San Diego State University; Building Committee Chair
2006-Present Lutheran Campus Council, San Diego State University; Building Committee Member
2005-2006 Christ Lutheran Church, San Diego; Mission Project Leadership Team - Rancho San Juan Bosco
Orphanage
1999-2002 Christ Lutheran Church, San Diego; Property & Building Committee Chair
2003-2005 Friars Village HOA, San Diego; Long Range Planning Committee Chair
1998 East Tennessee Lutheran High School; Site Selection Committee

AWARDS AND HONORS

2004 Member of the Year, San Diego Chapter CSI
2003 President's Award, San Diego Chapter CSI
2000 New Member of the Year, San Diego Chapter CSI
1999 Program Award, Gulf States Region CSI
1999 Education Award, Knoxville Chapter CSI
1996 Society of American Registered Architects (SARA), Student Design Award
1989 Eagle Scout, Boy Scouts of America

PUBLISHED WRITINGS

2006, Jun "MasterFormat® 2004 –Making the Transition", *The SpecTickle*
2004 "Take a Proactive Stance – Facilities Management & Congregations", *Church Executive Magazine*
2002, Nov "How Good Documents Go Bad", *The SpecTickle*
2002, Feb "Reverse Auctions for Construction Contracts – Is This a Good Idea?"
TheSpecTickle
2000, Nov "Alternate Dispute Resolution in Construction", *The SpecTickle*
2000 *CSI Newsletter Clearinghouse* (On-line)

PUBLISHED WORK OR REVIEWS

2007 Tanzer, K. and Longoria, R.; "Unmasking Urban Traces," *The Green Braid*
2004 Singley, P. and Horowitz, J.; "Metaphor Matter," *Eating Architecture*
2003 Rock, R. and Shkapich, K.; "Finding Space in the Margins," *National Endowment for the Arts*
1999 Interview, the Unhealed Wounds of Kent State; *Designer/Builder*
1998 Potteiger, M. and Purinton, J.; John Wiley & Sons; *African Burial Ground*
1998 Centuori, J., Bermann, K., Preston, J., Bell, M., Tsung Leong, S.; Monacelli Press; "Burn", a project about Detroit, MI, in *Slow Space*
1998 Crandell, G. and Landecker, H.; Spacemaker Press; "The African Burial Ground Memorial and Aids Memorial" in *Designed Landscape Forum 1*

1994 Rizzoli; "Flattened Room and Drawing Machine" included in *Architecture Studio: Cranbrook Academy of Art*

LECTURES AND SEMINARS

2007, Jan "Your Church Kitchen Might be Braking the Law." San Diego County Chapter, National Association of Church Business Administrators
2006, Jul "Plan Reading 101+." Clark Construction
2006, Apr "The Truth about Church Facilities." Cutler Risk Management Seminars (San Diego, Riverside & LA)
2006, Mar "MasterFormat@ 2004." Associated General Contractors of America - National Convention/Education Session
2006, Feb "MasterFormat@ 2004." American Society of Heating, Refrigeration, and Air Conditioning Engineers San Diego Chapter
2005, Dec "Plan Reading 101+." Construction Specifications Institute, San Diego Chapter
2005, Nov "MasterFormat@ 2004." Douglas E. Barnhart Construction
2005, Nov "Plan Reading 101+." Associated General Contractors of San Diego
2005, Oct "Plan Reading 101+." Construction Specifications Institute, San Diego Chapter
2005, Feb "Plan Reading & Quantity Take-offs." RCP Block & Brick
2005, Jan "Church Facilities Management." National Association of Church Business Administrators, Orange County Chapter
2004, Dec "Plan Reading 101+." Sunnyside Castone, Inc.
2004, Nov "Plan Reading 101+." Construction Specifications Institute, San Diego Chapter
2004, May "Church Facilities Management." National Association of Church Business Administrators, San Diego County Chapter

PROFESSIONAL MEMBERSHIP

2006-Present Construction Specifications Institute (CSI)
2000-2005 West Region CSI
1999-Present San Diego CSI
1993-1999 Knoxville CSI
2001-Present Associated General Contractors San Diego
2004-Present National Association of Church Business Administrators
2001-Present Society for the Preservation and Appreciation of Antique Motor Fire Apparatus

PHILIPP BOSSHART

Adjunct Faculty

CURRENT COURSE(S) TAUGHT:

AR 114 Design Communication 1
AR 211 Design Communication 2
AR 384 Design Studio 3B: Structure, Systems, Space, and Form

EDUCATION:

Master of Architecture
Southern California Institute of Architecture
Bachelor of Applied Arts And Sciences With Emphasis In Interior Design
And Furniture Design - Sdsu
4-Year Technical Degree, Architectural Draftsman, Zurich/Switzerland

REGISTRATION:

In Progress (NCARB)

TEACHING AND ACADEMIC SERVICE

2004-Present Woodbury University School of Architecture, San Diego, CA
Design studio and digital studio instructor

PROFESSIONAL PRACTICE

Blau_Bosshart Laboratory for Architecture and Urbanism
Residential and Commercial Furniture / Installation Projects
Condominium Development: Corona Del Mar

LECTURES AND EXHIBITIONS

2007, Spring 'Blow-Out', student exhibit, Wedge Gallery, Woodbury University, Burbank, CA
2005, Fall Designed and Curated 'Envy', student exhibit, Wedge Gallery, Woodbury University, Burbank, CA

GLENN DAVISON BUNTING

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 383 Design Studio 3A: House & Housing

EDUCATION

1984 Master of Architecture
University of California, Los Angeles, California
1982 Studies Abroad, V. Berti and Associates, Rome, Italy
University of California, Los Angeles, California
1979 Bachelor of Arts in Environmental Design
San Diego State University, San Diego, California

REGISTRATION

1989 Licensed Architect, State of California No. C 19784

TEACHING AND ACADEMIC SERVICE

2007 Woodbury University School of Architecture, Los Angeles, CA
2007 University of California, Los Angeles, Extension
Instructor, Department of Architecture and Interior Design
1996 – 1998 University of California, Los Angeles, Extension
Instructor, Department of Architecture and Interior Design

PROFESSIONAL PRACTICE AND SERVICE

1990-Present Glenn Davison Bunting, Architect, Pacific Palisades, CA.
A sole proprietorship specializing in residential architecture.
1986–1990 Thane Roberts Architects, Santa Monica, CA; Project Architect
1984–1986 Charles Moore / Moore Ruble Yudell, Santa Monica, CA; Project Designer

COMMUNITY SERVICE

2006–present North Shore at Sherwood, Architectural Review Board, Architectural Consultant
2005–present Sherwood Development Company, ALCC, (Architecture, Landscape Controls Committee),
voting committee member and architectural consultant

PUBLISHED WORK OR REVIEWS

Garner Residence, *California Homes Magazine, the Magazine of Architecture, The Arts & Distinctive Design*
Houses with Style, *Lakeside Contemporary*, interview and review of custom lakeside residence,
E! Channel, cable television
Giorgio Armani by Edie Lee Cohen, "California: Shops and Showrooms IXIZ Water Bar,"
People Magazine

NOTABLE PROJECTS

Giorgio Armani Boutique, Rodeo Drive, Beverly Hills, California Architect, Interior Designer, Furniture Designer, Thane Roberts Architects
IXIZ retail showroom, Tokyo, Japan, Architect
1996 Summer Olympic Games: Stadium Sideline Pavilion, Atlanta, Georgia, Architect
Savanna Ranch: Garner Residence, ranch and vineyard, Santa Ynez, California Project Architect, Interior Designer, CMS Design Associates
Plaza Las Fuentes, Pasadena, California Designer, Moore Ruble Yudell Architects and Planners
World Trade Center competition, Long Beach, California Designer, Moore Ruble Yudell
Sampras Residence, Lake Sherwood Country Club and Golf Course, Thousand Oaks, California Architect
Giorgio Armani Restaurant, Beverly Hills, California Project Architect, Thane Robert Architects
Emporio Armani, San Francisco, California Project Architect, Thane Robert Architects
Carolyn Lawrence Showroom, Melrose Place, Los Angeles, California Architect
Guess Boutique, Rodeo Drive, Beverly Hills, California Project Architect, Thane Roberts Architects
Davis Residence, Venice, California Architect
Casey Residence, Toluca Lake, California Project Architect, Thane Roberts Architects
Giorgio Armani Restaurant, Newport Beach, California Project Architect, Thane Roberts Architects
Green Valley Branch Library, Henderson, Nevada Project Architect, Carde Killefer Architect
Hammil Residence, Malibu, California Project Architect, Thane Roberts Architect
Dykstra Residence, Lake Sherwood Country Club and Golf Course, Thousand Oaks, California Architect

SIOBHÁN A BURKE

Adjunct Faculty

CURRENT COURSE(S)

AR 182 Design Studio 1A: Principles & Processes

EDUCATION

2001 Master of Architecture
Yale School of Architecture, New Haven, CT
1997 Bachelor of Science in Architecture
The Catholic University of America, Washington, DC
1997 Bachelor of Civil Engineering
The Catholic University of America, Washington, DC

TEACHING AND ACADEMIC SERVICE

2007-Present Woodbury University School of Architecture, Burbank, CA
Professor, School of Architecture
1999-2001 Yale School of Architecture, New Haven, CT
Teaching Assistant, Visual Studies, Digital Video Synthesis and Systems Integration courses
2000 The Catholic University of America, Washington, DC
Co-Director and Instructor, Experiences in Architecture program for high school students

PROFESSIONAL PRACTICE AND SERVICE

2004-present Rios Clementi Hale Studios Los Angeles, CA. Urban Designer for Universal City Vision Plan project, Project Architect for Wilshire Coronado Condominium and Universal City Child Care Center projects, Team designer for GSA Chicago Federal Campus Expansion project.
2001-2004 Zimmer Gunsul Frasca Partnership Los Angeles, CA. Urban Designer for transit oriented projects and public landscape projects including the Exposition Light Rail Transit Project (preliminary engineering design team) and the Santa Monica Boulevard Master Plan, Phase II Improvement Plan.
2001 Edward Mitchell Architect New Haven, CT. Team designer and research assistant for design competitions and residential projects..
1999 Roger Ferris + Partners Westport, CT
1996-1998 Michael Holt / Architects Washington, DC

COMMUNITY SERVICE

2003 Union Avenue Cesar Chavez Community Garden Construction volunteer, Los Angeles, CA
2001 Arch Street Greenspace Interventions: projectbench Collaborated on public art design-build project, facilitated community outreach, Fisher-Burke Design, New Haven, CT
2000 A Return to the Neighborhood Initiated landscape design and planting charrette for Yale Building Project 1999. 65 Winthrop Street, New Haven, CT
1999 Arch Street Greenspace Interventions: projectfence Collaborated on design-build project with graduate course, Ornament, Theory and Design led by Kent Bloomer, Yale SoA, New Haven, CT
1999 Yale Building Project Collaborated on first year studio design-build project, Yale School of Architecture, New Haven, CT

AWARDS AND HONORS

2001 Christopher Tunnard Memorial Scholarship For outstanding academic performance in the field of planning, Yale School of Architecture

PUBLISHED WORK

2005 Van Alen Institute Parachute Pavilion Competition Web publication of independent design entry: "The Coney Island Crash Pad"
2001 Retrospecta Thesis Project: "Junction X: Variations on a Struggling Traffic Infrastructure," Yale School of Architecture Student Design Retrospective

LECTURES

2001 "Arch Street: Public Architecture and Collaborative Design," Yale Summer School, New Haven, CT
2000 Course Work: "Analyzing Modern Space & Domesticity," The Catholic University of America, Washington, DC

PROFESSIONAL MEMBERSHIP

2007 AIA Los Angeles Long Range Planning Committee
2006-present Urban Land Institute (ULI), Member ID 344043
2003-present Los Angeles Forum for Architecture & Urban Design
2001-present AIA Los Angeles Urban Design Committee

BRYAN W. CANTLEY

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 487 Design Studio 4A: Comprehensive Design
AR 491 Design Studio 5A: Contemporary Topics

EDUCATION

1990 Master of Architecture
UCLA
1987 Bachelor of Architecture
University of North Carolina at Charlotte

TEACHING AND ACADEMIC SERVICE

2005-2007 Woodbury University School of Architecture, San Diego, CA
Design studio instructor
California State University, Fullerton
Full Professor
Southern California Institute of Architecture (SCI-Arc)
Visiting Professor

AWARDS AND HONORS

2004 Juror- AIA Inland Empire Design Awards
Design Images - Second Place Selection from the Design Communication Association biannual conference juried exhibitio, for 3A Dimensional Sketches.
2002 Grant from the Graham Foundation for the Advancement of Fine Arts, for "Digital Paper" research project
AIA Honor Award from the Orange County AIA, for Alice project.
Semi Finalist - FEIDAD
2001 Research Grant from California State University Fullerton, for "Generating New Hybrid Architectural Drawing Using Pen Tablet Computer Technologies".
Research Grant from California State University Fullerton, for "Hybrid Dimension: 3 + 1/2 Dimensional Modeling Prototypes".
2000 Work acquired as part of the Permanent Collection of Architecture and Design at San Francisco Museum of Modern Art.
Work acquired in several private collections.
1998 - Present New Blood 101 - LA Designers for the Next Millennium.

PUBLISHED WORK

2004 *Loud Paper Magazine*, "Call and Response", by Ruth Keffer, issue 12.
Representation 2002 - *Journal of the Design Communication Association*, selected sketches.
2003 *Wacom Technology Co.* website, featured user interview.
LA Architect, Software 2003: Who's Using What, by Krystal Chang, September/October issue.
2002 *O.C Architect*, "A School of Thought...", April issue.
O.C Weekly, "Fonts of Wisdom", May 17-23, Volume 7, No. 37.
2001 UNC Charlotte College of Architecture, alumni feature, premier issue.
UNCC Alumni Journal, feature article, Fall issue.
2000 www.Volume5.com, featured interview. [www.volume5.com/v5cantley/index.html]
California Structures, "And Now for Something Completely Different", January issue.
Representation 2000 - *Journal of the Design Communication Association*, featured Digital Paper and Hybrid Drawings series: published paper, "Hybridization in Multi-Disciplinary Design Methodology"
1999 *Los Angeles Times*, "Designing LA: Looking to Take LA in Many Directions", Life and Style cover feature, March 19 [featured profile of 5 out of 1001 designers in exhibition
Representation 1998: *Journal of the Design Communication Association*, selected design process drawings.
Digital Architecture, M.S. Uddin - author, McGraw-Hill Publications. *Hybrid Drawings*, M.S. Uddin - author, Van Nostrand Reinhold Publications.
Interior Expressions, "And Now for Something Completely Different", December issue.
LA Architect, New Blood 101, premier issue
OC Architect, cover feature.
Hybrid Drawings book review - featured examples. [www.volume5.com/v5cantley/index.html]
Paper Space, "Emerging Architects Orange County" cover feature.
1998 *California Structures*, "Form:uLA Dimention Laboratory", June/July issue.
Interior Expressions, "New Blood 101: An Exhibition for the New Millennium", March/April
Representation 116 - *Journal of the Design Communication Association*, selected process drawings.

EXHIBITIONS

2004 Taught vertical studio - "M Space", at Southern California Institute of Architecture [SCI-Arc]
Presented paper - "Re:Presentation - The Act of Architecture", at the Design Communication Association DCA biannual conference, College of Architecture at Cal Poly San Luis Obispo, San

- Luis Obispo, California.
- 2004 *Design Communication Association* - biannual conference juried exhibition, January 8-11, San Luis Obispo California.
- 2002 "The OsCene". Laguna Beach Art Museum, Nov'04-Feb'05
- 2002 Paper Acts: From Page: From Page to Pixel, Panel Discussion in conjunction with Perfect Acts of Architecture show, Phyllis Wattis Theater, San Francisco Museum of Modern Art, May. This panel discussion featured Bryan Cantley and Kevin O'Donnell of Form:uLA Dimension Laboratory, Michael Rotondi of Ro To Architects, Thom Foulders of Beige Design, and Raveevam Choksombatchai of Loom.
- 2002 "Unprofessional" - an invitation exhibition at the Orange County Center for Contemporary Arts, May 4-26, Santa Ana, California
- 2001 Organic/Inorganic: Selections from the permanent Collection of Architecture and Design - San Francisco Museum of Modern Art, Nov. San Francisco, California
Biennale Miami + Beach 2201 and Architecture Week Possible Futures
Form:uLA- Hybrid Prototypes - a solo exhibition at the Keleide Gallery, Santa Ana Artists Village; Santa Ana California
Envisioning Orange County's Future - a group exhibition at the 3A Garage Gallery, Jan/Feb, San Francisco, California
New Blood 101 Millennium Models - an invitational group exhibition at the Pacific Design Center, March/May, Los Angeles, California and at the Form Zero Bookstore Gallery, July/Aug
Digitally Propelled Images - a national invitational group exhibition at the Kellogg Fine Art Gallery, Mar/Apr, Cal Poly Pomona, California
Design Architecture -a web exhibition at http://www.designarchitecture.com/view_article.cfm?aid=123.
DCA Y2K - College of Architecture + Design, University of Arizona, Jan. Tucson, Arizona.
Rapid Eye Movement - CSUF Visual Arts Faculty Exhibit, Main Art Gallery, California State University Fullerton, Nov/Dec. Fullerton, California.
- 2000 Presented paper - "Hybridization in Multi-disciplinary Design Methodology", at Design Communication Association DCA Y2K biannual conference, College of Architecture, University of Arizona, Tucson, Arizona.
- 1998-1999 New Blood 101 Turning Point - a series of exhibition at various Universities
- 1998 Humor In Art - an individual group exhibition of new talent at the Pacific Design Center, Westweek 98, Mar/Apr. North Hollywood, California
- 1998 Coordinator - AIA Student Design Competition, Orange County Chapter.
Panelist- Senses of Place 3 part colloquium on the future of architecture in Orange County. Panels included Neli Denari, then director of SCI Arc. University of Irvine
- LECTURES
- 2004 Form:uLA Faculty Talks - SCI-Arc, Mar; Tulane University; Louisiana State University; Orange Coast College; Laguna Beach Art Museum.
- 2003 Real vs. Theoretical Architecture - Orange Coast College, Oct
- 2002 Form:uLA Dimension Laboratory, Mechudzu - NC AIA, Charlotte Chapter, July
Lubrosity - Orange Coast College
- 2001 Re-Programming Realty - Experimental Architecture "Conversations with Scholars" Series. Polk Library, California
Form:uLA Dimension Laboratory, Recent Work - UNC Charlotte, College of Architecture, Professional Practice class.
- 2000 Form:uLA Design Methodology - Cal Poly Pomona, College of Environmental Design, Spring lecture series; Form:uLA Recent Work - Orange County AIA lecture
Form:uLA Dimension Laboratory, Recent Work - UNC Charlotte, College of Architecture, Professional Practice class.
- 1999 Volume5.com: Invited Chat-room host discussing our work to an international audience.
- 1998 Out There Doing It - LA Forum for Architecture and Urban Planning. Summer lecture series.
Form:uLA: The Alice Projects - Emerging Architects Orange County

JEANINE CENTUORI

Professor, Director of CCRD

CURRENT COURSE(S) TAUGHT

AR 281	Design Studio 2A: Program and Space
AR 487	Design Studio 4A/5A: Real Estate Development (RED) Studio
AR 489	Design Studio 4B: Urbanism
AR 491	Design Studio 4A/4B/5A: Hollywood Central Park: Building New Ground

EDUCATION

1991	Master of Architecture, Cranbrook Academy of Art, MI
1983	Bachelor of Architecture, The Cooper Union, New York, NY

REGISTRATION

California State
New York State

TEACHING AND ACADEMIC SERVICE

1998-Present	Woodbury University School of Architecture Associate Professor / Full Professor
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UNIVERSITY SERVICE

	Director of the Center for Community Research and Design Exhibition by Susan Ciancolo, with LACE Camera Obscura Exhibition by Paul Groh End of Year Student Exhibition Launching "The Store" in the Hollywood storefront Hollywood Urban Studies Collaborative Program- with P. Singley
2003--2004	Member of the Personnel Committee
2001-2002	Member of the Faculty Development Committee
2000-2001	Member of the Physics Search Committee
2001-2002	Member of the Budget committee
1999-2001	Member of the Lecture Series Committee
1999-1998	Member of the Police
1999	Member of the Search Committee for Chair of Architecture
1998-1999	Director of the Wedge Gallery

PROFESSIONAL PRACTICE AND SERVICE

Host for Association for Community Design National Conference, L.A.

AWARDS AND HONORS

2007	Stapleton Pool Public Art Commission, Denver, CO
2005	Metropolis Magazine Runner-up Award for Next Generation Prize for "More Doors" project
2005	Architecture Magazine "Progressive Architecture" Award for "Margins" project
2004	International Design Magazine "Best of Category" Award in Design Concepts for "Margins"
2004	Metropolis Magazine Runner-up Award for Next Generation Prize for "Margins"
2003	Westside Prize for excellence and innovation in city making for "Margins" project
2003	"Margins" received an honorable mention from Boston Society of Architects, Unbuilt Projects
1998	Making Cities Livable award for "Temporary Urban Garden"

GRANTS/PROJECTS

2006	Maxine Frankel Grant for "More Doors" Prototype
2004	Woodbury University Faculty Development grant
2002	Graham Foundation Grant
2001	AIA California William Turnbull Environmental Education Grant
2001	National Endowment for the Arts Grant
2001	Woodbury University Faculty Development Grant
2001	Hollywood Chamber of Commerce Grant, "Facades"

PUBLISHED WRITINGS

2007	"Unmasking Urban Traces" in "The Green Braid," ed. By Kim Tanzer and Rafael Longoria.
2004	"Metaphors Matter" in "Eating Architecture," ed. by Paulette Singley and Jamie Horowitz.
2003	"Finding Space in the Margins" booklet published by the National Endowment for the Arts, project with Russell Rock, graphic design by Kim Shkapich.
1998	"African Burial Ground," in Landscape Narratives: Design Practices for Telling Stories, by Matthew Potteiger and Jaimie Purinton; John Wiley & Sons.
1998	"Burn," a project about Detroit, MI. (collaboration with K. Bermann, and J. Preston), in Slow Space, edited by Michael Bell and Sze Tsung Leong, Monacelli Press.
1998	"The African Burial Ground Memorial," and "Aids Memorial" in Designed Landscape Forum 1; Gina Crandell and Heidi Landecker, editors; Spacemaker Press, Wash, DC

PUBLISHED WORK

- 2005 "Margins" project in *Architecture Magazine*, PA Awards issue
- 2004 "Margins" project in *International Design Magazine*, annual design review
- 2001 "Gateway to Hollywood" article in *Los Angeles Times*
- 1999 "Scopes" billboard in exhibition catalog, Massachusetts Museum of Contemporary Art
"Temporary Urban Garden." (collaboration with Russell Rock)
In 86th ACSA National Annual Meeting Conference
- 1997 "Temporary Urban Garden" and "Oklahoma Memorial Design" in
"Undefined...Craft" exhibition catalogue; Detroit Artists' Market
- 1996 "Doughboy Plaza" in "Possible new digs for Doughboy
- 1995 "Occupations" in Sheet catalog for exhibition coordinated and designed by Julieanna Preston
- 1995 "The African Burial Ground Memorial" in *Cameraworks*
- 1995 "The Antemillennium Dollhouse," Part Two in *Art Papers*
- 1995 "Head Start Facility: An Architecture of Holding" in The
Head Start Facility Competition, catalog publication of selected entries
- 1995 Review of "The African Burial Ground Memorial" in *New York Newsday*
- 1995 Review of "The African Burial Ground Memorial" in *Iowa Architect*
- 1994 "Pleats Link Architecture and Sculpture," by Carolyn Schade
- 1994 "The African Burial Ground Memorial" in *Landscape Architecture*. 6th Annual Visionary Landscape Competition

JACOB CHAN

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 425 Environmental Systems

EDUCATION

BS Electrical Engineering (Honors), University of Southampton, England
DMS, Polytechnic of Central London, School of Business School

REGISTRATION

Professional Engineer (PE) in State of: Arizona, California, Nevada,
New Jersey, New York, Ohio, Texas, Wisconsin
LEED AP
Certified Power Quality Professional (CPQ)
European Engineer, Europe (Eur Ing.)
Chartered Engineer, Engineering Council, United Kingdom (C.Eng)

TEACHING AND ACADEMIC SERVICE

Woodbury University, School of Architecture, Los Angeles, CA
Instructor

PROFESSIONAL PRACTICE AND SERVICE

MDC Engineers, Inc. – Electrical Engineering and Sustainable Design Consultant

PUBLISHED WRITINGS

ARUP Journal; Miller Park, Ashley center

PROFESSIONAL MEMBERSHIP

Adjunct Professor at Woodbury University, Burbank
ACEE
Institution of Electrical Engineers
Institution of Building Services Engineers
Institute of Electrical and Electronics Engineers Inc.
Project Management Institute

MINA M. CHOW

Adjunct Professor

CURRENT COURSE(S) TAUGHT

AR 182 Design Studio 1A: Principles & Processes
AR 280 Design studio 2B: Site Orders
AR 250 Pro Practice 1

EDUCATION

Master of Architecture
Harvard University Graduate School of Design
Bachelor of Architecture
UC Berkeley

REGISTRATION

NY State

TEACHING/ACADEMIC SERVICE

3 Yrs Santa Monica College
4 Yrs USC
3 Yrs Woodbury University (concurrent w/ USC)

PROFESSIONAL PRACTICE

MC Spaces
Dimitry k. Vergun, Architect & Struct. Engineer

AWARDS AND HONORS

Peerless Award in Architecture
Honorable Mention, Wood Council Competition
Finalist, Amerika Gedenkbibliothek Competition
(Under Pro. Lars Lerup)

PUBLISHED WRITINGS

Site Orders (with Aaron Whelton, David Freeland, Robert Kerr)

LECTURES AND EXHIBITIONS

2007 AIA LA Next Exhibition

PROFESSIONAL MEMEBERSHIP

AIA, LA Chapter

JOSH R. COGGESHALL

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 281 Design Studio 2A: Program and Space
AR 183 Design Studio 1B: Natural Tendencies
AR 492 Degree Project
AR 4727 Studio – Mini Studio

EDUCATION

1997 Master of Architecture
Southern California Institute of Architecture, Los Angeles, California
1991 Bachelor of Environmental Design
Texas A&M University, College Station, Texas

TEACHING AND ACADEMIC SERVICE

2004-Present Woodbury University, School of Architecture, Los Angeles, CA
1999-2004 Otis College of Art & Design, Los Angeles, CA
2000-2003 Southern California Institute of Architecture, Los Angeles, CA

PROFESSIONAL PRACTICE AND SERVICE

2000-Present Shimizu + Coggeshall Architects
1999-2000 Morphosis Architects, Santa Monica, CA
Roger Sherman Architecture + Urban Design, Santa Monica, CA
1998 Project Manager/Designer, Olin-Sang-Ruby-Union Institute, Oconomowoc, WI
1996-1998 Project Captain/Designer, Studio Works-Robert Mangurian + Mary-Ann Ray, Los Angeles, CA
1996 Frank O. Gehry & Associates Santa Monica, CA
1994-1996 Guthrie + Buresh Architects, West Hollywood, CA
1992-1993 Thistlewaite Architectural Group, San Francisco, CA
1992 John Clagett, Architect, Oakland, CA

AWARDS AND HONORS

2007 'WHUT – Woodbury Harvesting Urban Timber', Woodbury Faculty Development Award

PUBLISHED WRITINGS

2006 D. Lansing, *Sunset*. Glencoe Residence; "Big Ideas for Small Spaces"
2006 M. Kodis. Glencoe Residence p96-99; "Ultimate Backyard"
2005 Casaviva, Milan, Cover + Article. Glencoe Residence (October)
2005 C. Benitez. Barcelona, Taylor Loft p238-243; "Small Spaces"
2004 *Architectural Record Online* – Record Interiors 2004 – Taylor Loft
2004 *Sunset Magazine*, Best of the West Section, Glencoe Residence p30 (April)

LECTURES AND PRESENTATIONS

2007 USC Faculty of Architecture Exhibition (March)
2006 'Mapping Woodbury', University Faculty Exhibition, CCRD Gallery, Hollywood, CA
2006 'Out There Doing It', Lecture Series, LA Forum, Schindler House, Hollywood, CA (September)
2005 Lecture – 'Recent Work' – Woodbury University (April)
2004 Lecture – Otis College of Art & Design, Architecture, Landscape & Interiors (October)
1997 Mobilier Doux – Modernesque Furniture Exhibition – Pacific Design Center, Los Angeles, CA

NATHAN COLKITT

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 383 Design 3A, House & Housing

EDUCATION

2000 Bachelor of Architecture,
University of Arizona

REGISTRATION

California No. C-30724
Arizona No. 44614
NCARB No. Certificate 63073

TEACHING AND ACADEMIC SERVICE

2007-present Woodbury University, School of Architecture
Professor
1996- 1999 University of Arizona
Assistant Teacher, Furniture Design
1996-2000 University of Arizona
Wood & Metal Shop Supervisor; 5th Year Assistant Studio Critic

PROFESSIONAL PRACTICE AND SERVICE

2006-Present Principal, OPERA, San Diego, CA
2004-2006 Retail Project Manager, Kanner Architects, Los Angeles, CA
2004 Project Manager, Office of Mobile Design, Los Angeles, CA
2001-2004 Intern, Ronchetti Design, Rancho Santa Fe, CA
2000-2001 Design-Build, President, Nomitage, Tucson, AZ
1997 Intern, Space & Architecture, Santa Domingo, DOM

AWARDS AND HONORS

2004 Invitation, International Contemporary Furniture Fair, New York, NY
2002 Honorable Mention, Archinect.com Communication Booth, Los Angeles, CA
2001 Grand Prize, Newitalianblood Virtual Museum, Rome, ITALY
2004 *Space Magazine*, October 2004 Issue, Refining a Language: Drawing and Building-Not Talking

PUBLISHED WORK

2007 *Riviera Magazine*
2002 *Concept Magazine*
2002 Architect.com
2002 "Motion Graphic Web" book
2002 NIB Virtual Museum compendium
2002 Archined.nl
2001 Newitalianblood.com

LECTURES

2001 "Virtual Museum", Rome Lecture
2001 "Virtual Museum", European traveling exhibit

PROFESSIONAL MEMBERSHIP

AIA
NCARB

CAMERON CROCKETT

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 243 Materials and Methods
AR 487 Design Studio 4A: Contemporary Topics
AR 491 Design Studio 5A: Contemporary Topics

EDUCATION

1994 Bachelor of Architecture
Southern California Institute of Architecture, Culver City, CA

TEACHING AND ACADEMIC SERVICE

2005-Present Woodbury University School of Architecture, San Diego, CA
Adjunct Faculty, School of Architecture
2003-Present New School of Architecture, San Diego, CA
Instructor of 3D technologies
1995-2000 UCLA Extension, Los Angeles, CA
Instructor of 3D technologies
2001-2002 OTIS College of Art and Design
Instructor of 3D animation

PROFESSIONAL PRACTICE AND SERVICE

1994-1998 Morphosis, Project Architect/3D Designer
1991-1994 Killefer Flammang Architects, CAD Manager/Project Architect
1989-1991 Dixon Shoebaum Architects, Draftsman

AWARDS AND HONORS

2002 Merit Award for Rayon club tower project from Orange County AIA as presented by Sid Mead
2002 Citation Award from L.A. Chapter A.I.A. in NeXT LA competition for Rayon club tower

PUBLISHED WORK OR REVIEWS

2004, June Images utilized in Autodesk's yearly publication
2004, Jan. SCRIV residence published in *Brave New Houses*, pp. 234-237 by Rizzoli edited by Michael Webb
2003 Numerous architectural projects published in *Electric Image* promotional launch of new 5.0 Universe software
2001 Numerous images utilized in FormZ ad campaign, targeting architects, to be published in future issues of various architecture and interior design magazines
1998, Mar. Publication of works in *Interior Expressions magazine* as displayed in "New Blood 101" exhibits
1997, Aug. Non-nuclear and Garnett residence published in *Global Architecture Magazine* Project #52
1997 Images from game "Goosebumps" utilized in '97 Form Z calendar
1996, Jan. Spatial investigation published in Form Z newsletter

LECTURES AND EXHIBITIONS

2004, Jan. Invited to display works in Hennessey and Ingalls bookstore
2000, Oct. Exhibited in Santora Art Walk
2000 Invited to exhibition for Orange County Chapter A.I.A. as part of their annual Beaux Arts ball
1999, Jun. Guest lecturer of Pasadena Chapter A.I.A. regarding intergration of 3d Cad and its benefits
1998, Mar. Featured in "New Blood 101" exhibit at Pacific Design Center in Los Angeles
1997, Aug. Exhibit of works at UCLA estension on Third Street Promenade Santa Monica
1997, Sept. Speaker for the L.A. Forum for Architecture and Urban Design

ADRIANA CUELLAR

Adjunct Professor

CURRENT COURSE(S) TAUGHT

AR 487 Design Studio 4A
AR 491 Design Studio 5A

EDUCATION

2004 Master Design Studies (MDesS)- Urbanization & Housing
Harvard University Graduate School of Design
2000 Bachelor of Architecture (BArch)
California Polytechnic State University, San Luis Obispo
1999 International Program of Architectural Studies
Florence, Italy

TEACHING AND ACADEMIC SERVICE

2005-Present Woodbury University School of Architecture, Los Angeles, CA
Adjunct professor
2005-2006 American Academy in Rome
Visiting Critic
2007 Yale School of Architecture - Rome: Continuity & Change
2007 University of Oregon
Design Studio 3rd Year, Rome
2005 Boston Architectural Center, studio David del Villar
1st year Grad design studio; Guest instructor and lecturer
2001-2002 Cal Poly University, San Luis Obispo, CA
Thesis Studio Michael Lucas
2003 New School of Architecture and Design, San Diego, CA
Adjunct Professor
2001 SIX TO SIX Program, San Diego, CA
Teaching Assistant, Art for Children

PROFESSIONAL PRACTICE AND SERVICE

2006 Principal CRO studio, San Diego, CA
2006 Guerin Glass Architects, Inc., New York, NY
2005 Rafael Vinoly Architects PC, New York, NY
2004 Elizabeth Whittaker Architecture, Boston, MA
2000-2003 Estudio Teddy Cruz, San Diego, CA
awards and honors
2006-07 AMERICAN ACADEMY IN ROME Katherine Edwards Gordon Rome Prize in Design
2004 Progressive Architectural (PA) Award. Senior Gardens and Childcare with estudio teddy cruz,
Project Director
2004 Student Award for Excellence in Housing Design. Joint Center for Housing Studies, Harvard
University, Project: Urban Studies in Huixquilucan, Estado de Mexico with Professor Peter Rowe
2004 Honorable Mention. Design competition by Urban Land Institute, Project: Ecologies, urban proposal
for Pittsburgh's waterfront
2002 AIA San Diego. Best overall Design and Best Un-built award with studio teddy cruz, Project:
Housing Corridors in San Diego, Project Director
2001 Progressive Architectural (PA) Award with studio teddy cruz, Living Rooms at the Border, Tijuana-
San Diego, Project Designer
2001 Architectural League Award with studio teddy cruz, Living Rooms at the Border, Tijuana-San Diego,
Project Designer
2000 Award for Academic Excellence in Architecture California Polytechnic State University, San Luis
Obispo, Project Designer
1998 The AIA and AAF Scholarship Award. American Institute of Architects and American Architectural
Foundation

PUBLISHED WORK OR REVIEWS

2007 The American Academy in Rome, Fellows in the Arts 2006-2007
2006 *Cal Poly News Release*, August 31st, "Cal Poly Architecture Alumna Wins Coveted Rome Prize"
2004 *AD Magazine*. Housing Projects in San Diego, CA with studio teddy cruz
2003 *The San Diego Tribune*. Impact by Design, interview by Jan Jarmush

LECTURES AND EXHIBITIONS

2007 TRAJECTORIES, CRO Studio, Independent Exhibition, Gallery at American Academy in Rome,
2007 RADIO DERIVA, CRO Studio in collaboration with Lorenzo Imbesi, Exhibition on "L'utopia Praticabile"
in Museo Hendrik Christian Andersen, Hendrik
2007 Carpet Installation, CRO Studio, Spazi Aperti Exhibition at the Romanian Academy, Rome Italy

2007 MAPPING TRASTEVERE, CRO Studio, Galleria Bagliotti, Florence, Italy
2005 Visiting Lecturer, Comune di Olbia, Sardegna Italy, "Citta di Frontiere (Border Cities): developing patterns of contemporary cities".
1999-1959 ARCHIPELAGO, ARCHITETTURA SPERIMENTALE, Conceptual Project display. Gianni Pettena, Curator, Pistoia, Italy

ANDREA DIETZ

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 492 Degree Project, Co-Preparation and Co-Direction

AR 330 Architecture Theory

AR 334 Urban Design Studio

EDUCATION

Master of Architecture

Rice University

Bachelor of Science in Architecture

University Of Virginia

Both Degrees with Honors

TEACHING AND ACADEMIC SERVICE

2006-2008 San Diego Lecture Series Co-Coordinator

PROFESSIONAL PRACTICE

Estudio Teddy Cruz

PUBLISHED WRITINGS

Good Deeds, Good Design (Co-Editor And Contributing Essayist)

LECTURES AND EXHIBITIONS :

2007, May Rotterdam Biennale (Project Manager)

2006, June The Political Equator (Event Coordinator);

TIMOTHY C. DURFEE

Visiting Professor

CURRENT COURSE(S) TAUGHT

AR 487 Design Studio 4A: Comprehensive Design
AR 491 Design Studio 5A: Contemporary Topics

EDUCATION

1992 Master of Architecture
Yale University, New Haven, Connecticut
1987 Bachelor of Arts in English, minor History, cum laude
University of Rochester, Rochester, New York

TEACHING AND ACADEMIC SERVICE

2007-Present Woodbury University School of Architecture, Los Angeles, CA
Visiting Professor, School of Architecture
1993-2007 Southern California Institute of Architecture, Los Angeles, CA
Associate Professor, currently on Leave of Absence
2007 Art Center College of Design, Media Design Program, Pasadena, CA
Communication Design 3: Information in Space
Graduate Thesis Advising
2003 University of Michigan, Taubman School of Architecture, Ann Arbor, MI
Digital design intensive course
1999 California Institute of the Arts (CAL ARTS), Valencia, CA
Co-taught "Mutant Design: Exhibition as Interface" with Louise Sandhaus
1992-1999 The American Film Institute (AFI), Los Angeles, CA
Courses for visual effects, 3D design, and production design
1997 Ingenieurschule Technikum Rapperswil (ITR), Zurich, Switzerland
Imaging and modeling for landscape visualization
1997 University of California at Santa Barbara, Extension, Santa Barbara, CA
Instructor for Digital Masters Series
1992-1993 Center for Creative Imaging, Eastman Kodak Company, Camden, ME
Imaging, digital video, interactive media / Gallery Coordinator
1992 Yale College and School of Architecture, New Haven, CT
Teaching Assistant for Professor Kenneth Bloomer, third year undergraduate design studio
Teaching Assistant for Professor Francesco DalCo, History and Theory of Modern Architecture

UNIVERSITY SERVICE

2007 Woodbury Committees: Communications Director evaluation and search committee
2002 -2005 SCI-Arc Visual Studies/Soft Technology Program; Director/Coordinator
2002 SCI-Arc Search Committee for Director (Eric Owen Moss)
1998 -2002 SCI-Arc Academic Council
2001 SCI-Arc Acting Co-Director with Coy Howard, Mary-Ann Ray, Karl Chu
1995 -2007 SCI-Arc Committees: Admissions, Undergraduate Curriculum, Recruiting, Scholarship Committee

PROFESSIONAL PRACTICE AND SERVICE

1998-PRESENT Durfee | Regn, Los Angeles, CA.
1985-1992 Reid & Stuhldreher Architects, Pittsburgh, PA; Project Designer

COMMUNITY SERVICE

2001-2003 The Los Angeles Forum For Architecture and Urban Design, Vice President
2001 Juror for "New American Design" national design competition

AWARDS AND HONORS

2005 Grown in California, selected for American Institute of Graphic Arts best design in California exhibition
2002 First Prize winner American Institute of Graphic Arts award, Environmental Design category for The World From Here: Treasures of the Great Libraries of Los Angeles, UCLA Hammer Museum
2002 First Prize winner American Institute of Graphic Arts award, Environmental Design category The Great Wide Open: Panoramic Photographs of the American West, Huntington Library
2001 First Prize winner American Institute of Graphic Arts award, Environmental Design category for Made in California: Art, Image and Identity 1900 – 2000, LACMA
1996 Grant from Public Access Press for production of MacArthur Park Speaks
1989-1992 merit scholarships, Yale
1983 Rochester National Scholarship, Rochester

PUBLISHED WRITINGS

2006 GQ Japan, Interview
2001 *AD Magazine* (Architectural Design), Broadcast Interface, article on experimental interface / production design for Launch TV
2001 Los Angeles Forum for Architecture and Urban Design, Co-editor of online issue
2001 *AD Magazine* (Architectural Design), SCI-Arc Enterprise, student work from SCI-Arc.

Compiled and edited with Terry Surjan

- 1998 *AIGA Journal of Graphic Design*, The Architecture of Electronic Space, article and images
1996-1997 MacArthur Park Speaks: an Interactive Documentary in Los Angeles
Web documentary of a contested area of Los Angeles. Co-directed with Margaret Crawford

PUBLISHED WORK OR REVIEWS

- 2003 Architectural Resistance: Contemporary Architects Face Schindler Today
published by MAK Center Vienna, entry for invited international competition
- 2003 365: AIGA Year in Design
2002 365: AIGA Year in Design
2002 *Metropolis Magazine*, Pioneers of Presentation: Exhibition designers Durfee Regn Sandhaus have
become specialists the American West
- 2001 ArtTalk, KCRW, Santa Monica / National Public Radio
On-air review of The World from Here exhibition design at Hammer Museum
- 2001 Politics of Culture, KCRW/NPR, On-air discussion of design of The World from Here
- 1999 *Eye Magazine*, West Coast Latitudes, article on design for Los Angeles County Museum of Art
1998 *Architecture Magazine*, Extending SCI-Arc's Legacy, image of work from SCI-Arc Vertical Studio
1997 From the Center: Design Process at SCI-Arc, Monacelli Press
Author of essay and images on the design process for the Museum of Digital Art
- 1993 *U&Ic Magazine*, Full page image featured in article on computer-generated art

LECTURES AND EXHIBITIONS

- 2007 Architecture Education Summit Lecturer and Panelist for national conference
2007 Design Dialogues, Lecture for ArtCenter, Peter Lunenfeld, instructor
2007 Current Work, Lecture at SCI-Arc
2006 New Blood: Next Gen, A+D Museum, Los Angeles, exhibition of emerging architectural practices
2006 Sundown Salon 28: The Young Ones, Several interactive objects designed for Fritz Haeg-organized
event, Curated by Durfee | Regn partner Iris Regn with Joyce Campbell
- 2005 Conceptual Mapping: Lecture at ArtCenter Windtunnel on Garden Lab installation
2005 3x3, panel lecture at ArtCenter College of Design
2005 Occam's Razor, lecture at CalPoly Pomona
2005 Grown in California, Work of Durfee Regn Sandhaus included in this touring exhibition and catalogue
featuring the best California design. Organized by the American Institute of Graphic Arts
2005 GardenLab, Art Center College of Design Windtunnel, Pasadena
Installation of conceptual maps and research, curated by Fritz Haeg
- 2004 Faculty Lecture Series, Lecture at SCI-Arc
2003 Obdurate Form, five emerging Los Angeles design practices, Chapman University, Orange, CA
- 2002 AfterTaste, SPF: Gallery Los Angeles, CA, video work displayed in performance and installation
2002 Design Dialogues Lecture for ArtCenter College of Design, Peter Lunenfeld, instructor
2000 Out There Doing It Lecture for the Los Angeles Forum for Architecture and Urban Design
2000 Current Work: Lecture at Pasadena City College
2000 American Collegiate Schools of Architecture Lecture to sub-conference of national conference
2000 New Blue: Recent Work of Graduates of the Yale School of Architecture, Yale A&A Gallery NewHaven,
CT Selected as one of 40 to represent past 20 years of graduates from Yale
- 1999 New Paradigms in Education ACSA (American Collegiate Schools of Architecture) Conference
Appointed moderator for conference panel, Minneapolis, MN
1999 Faculty Lecture Series Lecture at SCI-Arc in
1998-2005 SCI-Arc: Introduction for lecturers: Constance Adams, Mark Napier, William Mitchell, April Greiman
1998 Tools 2000, Panelist for conference, University of California Los Angeles
1996 MacWorld Conference Speaker and panelist at symposium 3D Design, San Francisco
1996-1995 Information Spaces/Intelligent Environments Guest lecturer for seminar, ArtCenter College
1996 Mediawork Conference, speaker and panelist, ArtCenter College of Design
1993 Phillips Mill Gallery, Solebury, PA, Photography Now, work included in group exhibition
1993 Center for Creative Imaging, Best of CCI, travelling group exhibition
1992 Art + Architecture Gallery, Yale University; New Haven, CT
Timothy Durfee / Jim Langley, two-person exhibition of drawings and paintings

DEBORAH FORSTER

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 487 Design Studio 4A: Comprehensive Design
AR 491 Degree Project
IS 373.3 Making Things Making Sense

EDUCATION

1995 Master of Science in Cognitive Science
UC San Diego
1991 Bachelor of Science in Biology
UC San Diego

TEACHING AND ACADEMIC SERVICE

2006-Present Woodbury University School of Architecture, San Diego, CA
Instructor, design studios, interdisciplinary studies
University of California at San Diego, San Diego, CA
Perspectives on Primate Cognition: a dialogue between primatology and cognitive science. Interdisciplinary graduate seminar in Anthropology and Cognitive Science.
Human Development Program: Field-Research Methods
Cognitive Science Department: Teaching Associate
1993-1998 Cognitive Neuroscience
Distributed Cognition
Infant Conceptual Development
1988,1992,1999 Biology Department: Teaching Associate, Los Angeles, CA
Biometry
Conservation and the Human Predicament
Animal Communication

PROFESSIONAL PRACTICE AND SERVICE

MOBU Research Inc., Research consulting for design, applied and basic research, in industry and academia.

PUBLISHED WRITINGS

2007 Forster, D. & Rodriguez, P. "Social Complexity and distributed cognition in baboons: Adding system dynamics to the analysis of interaction data." Special Issue on Comparative Cognition, the *Aquatic Mammal* journal
2005 Boer, E.R., Joyce, C.A., Forster, F., Haue, J.B., Chokshi, M., Garvey, E., Mogilner, T., and Hollan, J.D.; "Mining for meaning in driver's behavior: A tool for situated hypothesis generation and verification." In proceedings of the 5th International Conference on Methods and Techniques in Behavioral Research, Wageningen, The Netherlands, 30 Aug – 2 Sep
2005 Boer, E.R., Joyce, C.A., Forster, F., Haue, J.B., Chokshi, M., Garvey, E., Mogilner, T., And Hollan, J.D. "Bridging Ethnography And Engineering Through The Graphical Language Of Petri Nets." In p Proceedings of the 5th International Conference on Methods and Techniques in Behavioral Research, Wageningen, The Netherlands, 30 Aug – 2 Sep
2004 McCall, J., Achler, O., Trivedi, M.M., Fastrez, P., Forster, D., Haue, J.B., Hollan, J.D., Boer, E. "A collaborative approach for human-centered driver assistance systems." 7th IEEE Conf. On Intelligent Transportation Systems, Oct.
2002 Forster, D. Distributed cognition in olive baboons: a systems approach to mind. In Bekoff, M., Allen, C. & Gordon, M.B. (Eds.), "The Cognitive Animal: Empirical and Theoretical Perspectives on Animal Cognition." Pp 163-171. The MIT Press.
2001 Strum, S.C. and Forster, D. "Non-Material Artifacts: retelling the natural history of artifacts and mind." In Nowell, A. (Ed.), "In the Mind's Eye: Multidisciplinary perspectives on the evolution of the human mind." *Ann Arbor: International Monographs in Prehistory*.
1997 Strum, S.C. Forster, D. and Hutchins, E. "Why Machiavellian Intelligence may not be Machiavellian?" In Whiten and Byrne (Eds.). Machiavellian Intelligence II: Extensions and Evaluations." Pp. 50-85. Cambridge University Press.
1994 Forster, D. and Strum, S.C. "Sleeping Near the Enemy: patterns of sexual competition in olive baboons." In Roeder, J.J., Thierry, B., Anderson, J.R. and Herrenschmidt, N. (Eds.). *Current primatology* Vol.II:
"Social development, learning and behavior." Pp 19-24. University of Louis Pasteur: Strasbourg.

LECTURES AND PRESENTATIONS

2007 Forster, D., AIGA. ThinkShop Leader: Research for Meaningful Design: Lessons from a Baboon Watcher, San Diego, CA
2006 Forster, D. & Mayeri, R.; Primate Cinema: Baboons as "Friends". Panel on hidden processes Society for Social Studies of Science meeting. Vancouver, Canada
2005 Social complexity and distributed cognition in baboons. Invited workshop: Comparative Cognition in the 16th Biennial Conference on the Biology of Marine Mammals, San Diego, CA

- 2005 Research for IT Design. Invited lecture: Teams in Engineering Services (TIES), Jacobs School of Engineering, UC San Diego
- 2004 MOBU - Research for Design. Invited seminar: Laboratory of Comparative Human Cognition (LCHC) Department of Communication, UC San Diego
- 2004 User perspective in design of in-vehicle IT: technical engineering vs. style design. Invited seminar: Department of Cognitive Science, UC San Diego
- 2002 On Memes: Reflections of a Part-Time Cognitive Scientist. Invited art event: C-Level MemeFest, Los Angeles Freewaves Festival
- 1998 Dynamics of sexual competition in baboons as CAS (Complex Adaptive Systems): Towards a behavioral ecology of social skill/mind. Invited workshop: The Interplay of Ultimate Causes of Proximate Determinants of Animal Sociality. Santa Fe Institute for the Study of Complex Systems, New Mexico
- 1997 Political sex or sexual politics? The case of the olive baboon. Invited seminar at the Tropical Forest Research Center, CSIRO – Division of Wildlife and Ecology. Atherton, Queensland, Australia
- 1997 What and where is cognition in wild behavior? Invited symposium; Cognition in the Wild. Oral paper presented to the American Society of Primatologists, San Diego, California

PROFESSIONAL MEMBERSHIP

Cognitive Science Society

DAVID FREELAND

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 283 Design Studio 2B: Site orders
AR 383 Design Studio 3A: House & Housing
AR 4726 Digital Fabrication Mini studio

EDUCATION

2004 Master of Architecture
 UCLA
1999 Bachelor of Architecture
 University of Virginia

TEACHING AND ACADEMIC SERVICE

Degree Project Advisor, 5th Year Design Studio, Architecture Department, Woodbury University
House & Housing, 3rd Year Design Studio, Architecture Department, Woodbury University
Site Orders, 2nd Year Design Studio, Architecture Department, Woodbury University
Environmental Control Systems with Alan Locke, UCLA
Bricolage with Cameron McNall, Design Media Arts Department, UCLA
Fundamentals of Design with Kenneth Schwartz, University of Virginia

PROFESSIONAL PRACTICE AND SERVICE

Michael Maltzan Architecture, Los Angeles, CA
Angelil Graham Architecture (AGPS), Los Angeles, CA
Resolution: 4 Architecture, New York, NY

AWARDS AND HONORS

PROP-X Inventing the Next LA, Competition, Awarded Public Prize
Mapping Woodbury: 31 Architects, Faculty Exhibition
Drawn, UCLA alumni exhibition Small Space Gallery
Graduation with Distinction in Design, thesis selected for exhibition
Richmond Summer Program for Architecture, Fellowship

PUBLISHED WRITINGS

"PROP-X: Lessons Learned," competition publication and text
Field Notes, compilation of Site Orders 2B studio

DANIELA GEORGESCU-DEUTSCH

Adjunct Faculty

CURRENT COURSES TAUGHT

AR 383 Design Studio 3a: House And Housing
AR 383 Design Studio 3a: House And Housing
AR 487 Design Studio 4a: Contemporary Topics Studio
AR 491 Design Studio 5a: Contemporary Topics

EDUCATION

2001 Master of Architecture
Bachelor of Architecture
Technical University of Darmstadt; Darmstadt, Germany

TEACHING AND ACADEMIC SERVICE

2004-Present Woodbury University, San Diego, CA
Adjunct Faculty
1998-2001 Technical University of Darmstadt Darmstadt, Germany
Graduate Studio Teaching Assistant and Tutor, Architecture and Design.

PROFESSIONAL PRACTICE AND SERVICE

2003 - Present Carrier Johnson Architects, San Diego, California
Project Designer
2002 - 2003 Ballinger-AE Philadelphia, PA
Project Designer
2001 - 2002 Schneider & Schumacher, Frankfurt, Germany
Project Designer
Since 2003 Exitecture Architects
Partner with Wolfram Emmert, Matthias Hohl, Friedrich Keller - Frankfurt / San Diego

PUBLISHED WRITINGS

2004, Feb 27 "Synagogues in Germany: A Virtual Reconstruction"
Birkhäuser Basel; 1 edition

LECTURES AND EXHIBITIONS

1998-2000 "Synagogues in Germany" Darmstadt and Bonn, Germany
A TUD project for the virtual reconstruction of 14 synagogues destroyed by Nazis. Reconstructed
Kaiserslautern synagogues using the Maya Program. Co-designed, organized and hosted the exhibition
at "Kunst- und Ausstellungshalle" in Bonn.

SCOTT GLAZEBROOK

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 425 Environmental Systems

EDUCATION

Masters of Architecture
University of Texas at Austin
Bachelor of Architecture
San Diego State University

REGISTRATION

State of California C31006

TEACHING AND ACADEMIC SERVICE

2007-Present Woodbury University School of Architecture, San Diego, CA
Adjunct Instructor, Environmental Systems
University of Texas at Austin
Teaching Assistant-Environmental Controls I

PROFESSIONAL PRACTICE AND SERVICE

MW Steele Group, Inc.

AWARDS AND HONORS

1996 Best of Show / Audience Choice Award – 1996 Green Building Conference Design Competition

PUBLISHED WORKS

1997, May/June *This Old House Magazine*

PROFESSIONAL MEMBERSHIP

AIA
NCARB
USGBC

INES I. GOMEZ-CHESSUM

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 383 Design Studio 3A
AR 384 Design Studio 3B

EDUCATION

1980 Bachelor of Architecture
University of Southern California
1979 Bachelor of Science in Architecture
University of Southern California

REGISTRATION

1983 State of California

TEACHING AND ACADEMIC SERVICE

2005-2006 Woodbury University School of Architecture, Burbank, CA
Design studio instructor
1982 USC School of Architecture, Los Angeles, CA
First Year Design Studio
1981 Parsons School of Design, Los Angeles, CA
First year design studio

PROFESSIONAL PRACTICE AND SERVICE

2000-present IGC Architecture, Consultant for A.C. Martin Partners, Inc.
1997-2000 AC Martin Partners, Inc., Los Angeles, CA
1996-1997 Anshen & Allen Los Angeles, L.A., CA
1994-1996 Self Employed, Architect
1987 Pozzo Construction Co.

COMMUNITY SERVICE

Los Feliz Coop Nursery School
Interior remodel; development of Interest Centers for pre-school aged children

AWARDS AND HONORS

1980 University of Southern California – Architectural Guild
Architectural Traveling Fellowship

PAUL GROH

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 351 Design Animation D1 & D2
AR 384 Design Studio 3B: Structure, Systems, Space, and Form

EDUCATION

1990-1994 Bachelor of Architecture
Southern California Institute of Architecture, Culver City CA
1991 Master of Architecture
Massachusetts Institute of Technology, Cambridge, MA
1990 Art Center College of Design, Pasadena, CA
1988-1990 Woodbury University, Burbank, CA
1989 Bachelor of Science in Architectural Studies
University of Illinois at Urbana-Champaign, Illinois
1987 Orange Coast College, Costa Mesa, CA
1985-1987 Questa Community College, San Luis Obispo, CA

TEACHING AND ACADEMIC SERVICE

2004 – Present Woodbury University, Los Angeles and San Diego, CA
1996 – Present University of California Los Angeles, Los Angeles, CA
1994 – 1995 California State University, Long Beach
Senior Thesis Advisor
1994 – 1997 Southern California Institute of Architecture, Los Angeles, CA
1990 – 1991 MIT, Cambridge, MA
Teaching Assistant
Academic Advisor to MTI College

PROFESSIONAL PRACTICE AND SERVICE

1996 – 1996 And Interactive / Lost Cities, Beverly Hills, CA
3d designer
1994 – 1996 Morphosis, Santa Monica, CA
Project Architect, 3d Designer
1992 – 1996 Eric Owen Moss Architects, Culver City, CA
Project / Computer Manager / Designer / Photographer
1992 – 1994 Killefer Flammang Purtill Architects A.I.A, Santa Monica, CA
Computer Maintenance and System Operator
1987 – 1989 Rettburg - Gruber Architects, Champaign, Illinois
Draftsman / Designer
1986 – 1987 Carl Foundation Hospital, Urbana, Illinois
Draftsman / Space Planner
1987-Present Freelance Photography, Design, and Construction

AWARDS AND HONORS

1997, Sep Winning invited competition entry for Sworskys Architects on project in Korea
1996 School for 1996 Progressive Architecture Awards, hosted by *Architecture Magazine*
1995, Nov Jury critic for *Form Z* student competition
1995 Lead modeler / designer for Morphosis in the invited Prado competition in Madrid, Spain
1995 Lead modeler / designer for Morphosis in Big Daddy office space Burbank, CA
1995 Lead modeler / designer for competition entry of Big Daddy for Morphosis, '95 Progressive Architecture
Winning 2d design/layout for Morphosis for invited competition in Tours, France
Lead modeler / renderer for Barton Meyers Architects in the invited Bristol competition
Lead modeler / renderer for restaurant in Taipei, Taiwan

PUBLISHED WORK

1998, Mar *Interior Expressions* magazine
1997, Oct Electric Image website
1997, Aug *Global Architecture Magazine*
1997 *Form Z*
1996, Jun *Korean Architects 137*
1996, Jun *GA Document 43*
1996, Jun *Form Z*
1996, Jun *Progressive Architecture*
1996, Apr *GA Houses*
1996, Feb *Eric Owen Moss II, Rizzoli*
1996, Feb *Architektur Aktuell*
1996, Jan *Form Z*
1996, Jan *L'Arca*
1995, Sep *New York Times*

1995, Apr	<i>L'Arca</i> (cover)
1995, Mar	<i>Arquitectura</i>
1995, Feb	<i>Korean Architecture</i>
1995, Feb	<i>Los Angeles Times Magazine</i>
1995, Jan	<i>Progressive Architecture</i>
1995, Spring	<i>A+U Tokyo Exhibit</i>
1994, Nov	<i>Architecture Magazine</i>
1994, Nov	<i>A+U</i>
1994, Oct	<i>Connaissance des Arts</i>
1994, Oct	<i>Institute</i>
1994, Sep	<i>Architecture Magazine</i>
1994, Jul	<i>Great Cities, Los Angeles</i>
1994, Jul	<i>New York Times</i>
1994, Jun	<i>Architecture in Process</i>
1994, Mar	<i>Progressive Architecture</i>
1993	<i>Eric Owen Moss, Academy Editions no. 29</i>
	<i>Global Architecture Houses 41</i>

LECTURES AND EXHIBITIONS

1999, June	Guest lecturer of Pasadena Chapter AIA regarding integration of 3d CADD and the benefits
1998	Featured in "New Blood Exhibit", Pacific Design Center, Los Angeles, CA
1997, Sep	Speaker for the L.A. Forum for Architecture and Urban Design
1997, Aug	Exhibit of works at UCLA extension on Third Street Promenade
1996, Apr	Cuba Exhibition, MAK Center
1995, Spring	A+U Tokyo Exhibit
1993, Spring	Aspen Art Museum Exhibit
1992, Fall	Harvard Exhibit
	Guest Speaker on 3d design integration for Los Angeles Macintosh Group.
	Traveling exhibit of Morphosis computer related projects as displayed at Form Zero art gallery & UCLA

GREGORY C. HALE

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 366 Contemporary Issues (Korea)

EDUCATION

2005-present Master of Architecture
University of Washington
1998 Bachelor of Architecture
Montana State University

TEACHING AND ACADEMIC SERVICE

2007-present Woodbury University School of Architecture, Los Angeles, CA
Instructor in Contemporary Issues Korea, School of Architecture

PROFESSIONAL PRACTICE AND SERVICE

2004-2005 CDD, INC/ BVZ, Boulder, Colorado, Intern Architect
2004 Arcadea. Inc, Boulder, Colorado, Intern Architect
2002 Archetype, Boulder, Colorado, Model Builder

AWARDS

Dean's list each semester from Montana State University as well as the University of Washington
Graduated Cum Laude from Montana State University
Member of the National Society of Collegiate Scholars
Member of Tau Sigma Delta, Honor Society for the allied arts

CATHERINE HERBST

Associate Director, San Diego Facility

CURRENT COURSE(S) TAUGHT

AR 493	Degree Project
AR 375.1	Urban Environment
AR 472.9	China Foreign Study
AR 489	Design Studio 4B: Urbanism
AR 280	Design Studio 2A: Program and Space
AR 183	Design Studio 1B: Natural Tendencies
AR 464	Systems Integration
AR 3735	Korea Seminar
AR 4724	Korea Studio I

EDUCATION

1985 Bachelors of Architecture, Montana State University 1985

REGISTRATION:

State of California C 27295

TEACHING AND ACADEMIC SERVICE

1999-Present	Woodbury University School of Architecture, San Diego Faculty/chair/associate director
2001-2007	Chair San Diego Committee Portfolio Review Professional Practice Partner: Rinehart Herbst Consultant : Rob Wellington Quigley, FAIA

AWARDS AND HONORS

2007	WELTON RESIDENCE, Palo Alto CA Honor Award, Concrete Masonry Association of California and Nevada
2006	Honor Award, AIA East Bay Exceptional Residential Design Awards STRAWBERRY STAND WETLAND LEARNING CENTER, San Dieguito River Park
2005	Honor Award, AIA San Diego Chapter Design Awards
2005	Energy Efficiency Award, San Diego AIA Chapter Design Awards
2005	Winner: Small Projects 2005: The Architects' Journal
2004	William Turnbull Environmental Education Grant, AIACC

PUBLISHED WRITINGS

2007	<i>Design for Living Magazine</i> , April issue
2006	<i>ExRes</i> : AIA East Bay Chapter Gallery, Oakland CA
2005	ArcCA 05.4 AJ Small Projects Exhibition, RIBA London UK
2005	<i>Architecture Centre</i> , Essex UK 100% Design Interiors Exhibit @ Earl's Court, London UK
2005, Jan 27	<i>Architects' Journal</i> #3 Volume 221
2005, Feb	<i>San Diego Home and Garden</i>
2005, Feb 6	<i>San Diego Union Tribune</i>
2004	<i>C3 Korea</i> , #240
2002, Aug 25	<i>San Jose Mercury News</i> , RWQ
2002, Jun 2	<i>San Diego Union Tribune</i>
2002, Jan 16	<i>Stanford Report</i> , RWQ

LECTURES AND EXHIBITIONS

2007, May	'Just Work' Cal Poly Pomona, lecture
2007, Jan	'Just Work' New School of Architecture and Design, lecture
2006	'Just Work' Montana State University, lecture
2003	Six San Diego Houses, AIA National Convention KPBS Radio Auction Tour
2002	Forma: Origin, Cova Gallery at Arts College International, San Diego

JOHN HEUSNER

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 530 Business Planning; Theory & Practice 1
AR 531 Business Planning; Theory & Practice 2

EDUCATION

Bachelor of Architecture
Phillips University, Enid, OK

REGISTRATION

CPE-Certified Professional Estimator #1185809
LEED Accredited Professional

TEACHING AND ACADEMIC SERVICE

Woodbury University, San Diego, CA

PROFESSIONAL PRACTICE AND SERVICE

Scripps – CD Offsite and Onsite, Poway, CA
Scripps Green Hospital Courtyard, La Jolla, CA
Robert Paine Scripps Center, La Jolla, CA
UCI Neuroscience Laboratories, Irvine, CA
Safeskin Corporate Hdqtrs & Laboratory, San Diego, CA
San Diego County 911 Emergency Dispatch Facility, San Diego, CA
National Idaho Engineering Laboratory, Idaho Falls, ID
Gateway Medical Center, San Diego, CA
Beale Medical and Dental Center, Beale AFB, CA
Gateway Center, Escondido, CA
Electrokinetic Remediation Facility, Vineland, NJ
NIPSCO Cogeneration Plant Support Facility
Palo Verde Nuclear Generating Station, Phoenix, AZ
Silvergate Congregate Care Facility, San Diego, CA
Marine Corps Air Station, Miramar, San Diego, CA

PROFESSIONAL MEMBERSHIP

American Society of Professional Estimators (ASPE)
Chairman, American Society of Civil Engineers – Construction Division

GUILLERMO A. HONLES

Adjunct Professor

CURRENT COURSE(S) TAUGHT

AR 4930 4th Year Open Studio
AR 4931 4th Year Open Studio
AR 4932 4th Year Open Studio

EDUCATION

1990 Master of Architecture II
University of California, Los Angeles
1988 Bachelor of Architecture
California Polytechnic University, Pomona
1983 Associate in Arts degree, Glendale Community College

REGISTRATION

Registered Architect Licencia # C 24928

TEACHING AND ACADEMIC SERVICE

Adjunct Professor, Woodbury University
Honorary Professor, Albert Einstein University, El Salvador
Honorary Professor, Central American University UCA, El Salvador
1995 – 2007 Guest Lecturer; Over 60 Educational and Professional Institutions throughout North and South America

PROFESSIONAL PRACTICE AND SERVICE

1990 - Present Architect Los Angeles Department of Water & Power
Architect Renewable Energy Task Group for the City of Los Angeles: "Green Power for a Green LA"
Architect for the Solar Energy Program of the Los Angeles Department of Water & Power
Member of "Task 7" Group for the US Department of Energy and the UN International Energy Agency for the Development of Renewable Energy.
1989 - Present "GH Architecture" Principal
1989 - 1990 John Sergio Fisher Architects
1985 - 1989 Pete Volbeda Architects
1984 – 1985 T. Y. Lin & Associates
1981 – 1984 JTHH & Associates

AWARDS AND HONORS

1987 Student Design Competition, "Chautauqua" Winner
1988 Multi Family Council Design Competition, Winner
1989 Otis Elevator International Student Competition, Finalist
1993 Los Angeles Cultural Affairs Commission Design Award
1994 Los Angeles Cultural Affairs Commission Design Award
1995 Los Angeles Cultural Affairs Commission Design Award Finalist
1997 Los Angeles Cultural Affairs Commission Design Award
1999 Los Angeles Cultural Affairs Commission Design Award
2000 Los Angeles Cultural Affairs Commission Design Award
2001 US Energy Department Solar Design Competition – Honorable Mention
2007 AIA San Fernando Design Awards, Winner

PROFESSIONAL MEMBERSHIP

American Institute of Architects (AIA)
Association of Collegiate Schools of Architecture (ACSA)
Union of Schools of Architecture of Latin America (UDEFAL)
National Association of Minority Architects (NOMA)
Academic Advisor Council of Latin American Students of Architecture (CLEA USA)

MIKE JACOBS

Adjunct Professor

CURRENT COURSE(S) TAUGHT

AR 250 Professional Practice I
AR 383 Design Studio 3A: Housse

EDUCATION

1997 Columbia University: Master of Architecture New York, NY
1992 Lehigh University: Bachelor of Arts; Bethlehem, PA

REGISTRATION

Registered Architect: California CA# C-29962
New York # 028351-1

TEACHING AND ACADEMIC SERVICE

Adjunct Professor, Woodbury University, Burbank, CA
California State Polytechnic Univ., Pomona, CA, Adjunct Professor
Otis College of Art & Design, Los Angeles, CA

PROFESSIONAL PRACTICE

2006-Present Mike Jacobs Architect; New York / Los Angeles
2002-2006 Orenj, Inc. Los Angeles, CA
2000-2002 Rogers Marvel Architects, PLLC; New York, NY
1999-2000 Dean/Wolf Architects; New York, NY
1997-1999 Leslie Gill Architect; New York, NY

AWARDS AND HONORS

2003 AIA/LA Merit Award, AIA Los Angeles Chapter, Los Angeles, CA
APN: 5435-030-020 Experiment for the Sub-Urban Backyard
1998 2nd Prize, Van Alen Prize in Public Architecture, Design Ideas for New York's East River, Van Alen Institute, NY. Tidal Landscapes: Water as Public Terrain.
1996 LeBrun Travel Grant, American Institute of Architects, New York Chapter
Chain-linked Landscapes: Brownfield Reclamation for South Bethlehem.

PUBLISHED WORK

2007, Jan 18 *Los Angeles Times*, Home, Built With Wild Abandon, Laurel Canyon House, Los Angeles, CA
2005, Dec 25 *Los Angeles Times*, Currents, Puzzling Out a Park, Striapark, Los Angeles, CA.
2005, Nov/Dec *LA Architect*, "Workplaces" Pretzel Factory Loft, Los Angeles, CA.
2005, July/Aug *LA Architect*, On 'site': Approaching Architecture in NY and LA.
2005, Mar/Apr *LA Architect*, "Inside Outside" Zipper House, Malibu, CA.
2004, Feb/ Jan *LA Architect*, Next LA Award
Abstract 99.00, Advanced Architectural Studio 4, Co-Instructor. (with Kathryn Dean)
1999, Mar *Van Alen Report 5*, Community Property, Newsfront, p.6-7.
1999, Jan *Oculus*, vol.61, no.5, Ideas for the East River, p.5.
1998, Oct *Oculus*, vol.61, no.2, "Architects on the Waterfront", p.3.
1998, Jul 27 *Park Slope Courier*, "Think Tank Has Designs On Brooklyn Waterfront," p.7-10.
1997, Oct *Metropolis*, "What Young Architects Are Thinking," J. Broesche, ed.
Precis Issue 13, "Boxes, Blocks and Urban Space," Lost & Found, Reclaiming a Post-Industrial Landscape, p30-33, 1997.

LECTURES AND EXHIBITIONS

2006, Aug Participant, Urban Futures, Center for Urban Design & The Urban Glass House Team, New York, NY
1998, Dec Public Symposium Participant, "East River Designers Share Their Visions," Van Alen Institute, New York, NY
1997, Nov Lecture, "Public Access Channels: A Model for South Bethlehem," AIA New York Chapter
2005 AIA Los Angeles Awards Program, Hoover Street Housing
2004 Placing Projects / Projecting Places, A+D Museum, West Hollywood, CA, AM-t House & CRHouse
2003 Faculty Show, Otis College of Art & Design, SJSU Museum of Art & Design
2003 AIA Los Angeles Awards Program, Travelling Exhibition: Westside Pavilion, A+D Architecture and Design Museum
2003 APN: 5435-030-020 Experiment for the Sub-Urban Backyard, Competition Entries, San Jose State University
2002 SJSU Museum of Art & Design, Faculty Show, Otis College of Art & Design. APN: 5435-030-020 Experiment for the Sub-Urban Backyard
1998 Design Ideas for New York's Other River, Van Alen Institute. Tidal Landscapes: Water as Public Terrain.
1998 Columbia University Centennial Celebration, Columbia University. A Temporal Exchange: rethinking St. John the Divine.

HELENA JUBANY

Adjunct Faculty

CURRENT COURSE(S) TAUGHT:

AR 450 Professional practice 3

EDUCATION

Master of Architecture,
California State Poly-technical University, Pomona
Bachelor of Architecture
University of Sao Paulo

REGISTRATION

Licensed Architect in California #22214

TEACHING AND ACADEMIC SERVICE

2002-Present Woodbury University School of Architecture, Los Angeles, CA
Seminar instructor

PROFESSIONAL PRACTICE AND SERVICE

2006-2007 Board Member, American Institute of Architects,
2006-2007 Political Outreach Committee Member, American Institute of Architects,

COMMUNITY SERVICE

2006-present Community Service
Commissioner, Los Angeles Department of Building & Safety
2005-present Board Member, A Community of Friends

AWARDS AND HONORS

2003 "Design Award of Honor" for the Community & Youth Center, SIPA;
California Council Society of American Registered Architects,
"Design Award of Honor" for the Gratts Primary Center, LAUSD;
2002 American Institute of Architects,
1999 "Design Award of Honor" for the Verdugo Job Center, City of Glendale; American Institute of Architects.
"Design Award of Merit" for the Transit Tot East; American Institute of Architects, 1998
1998 "Design Award of Honor" for the Lynwood Youth Center; Society of American Registered Architects.

1998 "Challenging Creations" exhibition of the Lynwood Youth Center, sponsored by the Associate for
Women in Architecture, Friends of Hollyhock House and City of Los Angeles Cultural Affairs
Department.
1994 "Community Planning & Design Honor Award": Design Professional Coalition, California Council of the
American Institute of Architects.
Recognitions
2000 "United States Congress Certificate of Congressional Recognition" awarded by Congresswoman Lucille
Roybal-Allard, 33rd Congress District.
2000 "State of California Senate Certificate of Recognition" awarded by Senator Richard G. Polanco, Majority
Leader, California State Senate.
2000 "California State Assembly Certificate of Recognition" awarded by Congressman Robert Hertzberg,
40th Assembly District.
1999 "California State Assembly Certificate of Recognition" awarded by Assemblyman Scott Wildman, 43rd
Assembly District.

PUBLISHED WORK

2002, Sep/ Oct *LA Architect*, published
Gratts Primary Center and Vine Elementary School, LAUSD.
2006, May/ Jun *LA Architect*, published
Gratts Primary Center, LAUSD.

PROFESSIONAL MEMBERSHIP

1991-Present Member, American Institute of Architects,
1999 -2000 President, Asian American Architects/Engineers Association,
1994 - Present Member, Asian American Architects/ Association,

ROBERT KERR

Adjunct

CURRENT COURSE(S) TAUGHT

AR 283 Design Studio 2B: Site Orders
AR 250 Professional Practice 1

EDUCATION

1996 Master of Architecture
Georgia Institute of technology
1992 Bachelor of Architecture
University of Arkansas

REGISTRATION

Registered Architect in States of California & Georgia

TEACHING AND ACADEMIC SERVICE

2005-Present Woodbury University School of Architecture
Studio and seminar Instructor, architecture & interior architecture
2000 Georgia Institute of Technology
Visiting professor

PROFESSIONAL PRACTICE AND SERVICE

2000 – Present R K a d (Robert Kerr architecture design), Principal / Owner
Current projects/client list includes:
Freeman Residence – 2,500 GSF single family residence (Pre-Construction)
3943 Residence – 2,400 GSF single family residence (Permitting)
3931 Residence – 3,000 GSF single family residence (Design Development)
Disney Concert Hall Keck Amphitheatre – Permanent roof/shell installation (Design Dev.)
2004 LA Farmers Market at the Grove Viewsonic, Inc. – 5,000 GSF Corporate tenant Improvement
2003 Lotte Dome Entertainment facility, Tokyo – Conceptual Architect for 300,000 GSF
2000 Koning Eizenberg Architecture, Project Architect
1998 Clive Wilkinson Architects, Project Architect
1997 Hodgetts+Fung Design Associates, Project Mgr
1996 Peacock Architects, Intern Architect, Project Mgr

AWARDS AND HONORS

2007-2008 Advisory Board, University of Arkansas College of Architecture

PROFESSIONAL MEMBERSHIP

American Institute of Architects

JEFFREY KIM

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 383 Design Studio 3A: House and Housing

EDUCATION

2005 Master of Science in Advanced Architectural Design (MsAAD)
Columbia University Graduate School of Architecture Planning & Preservation (GSAPP)
New York, New York

1997 Bachelor of Architecture
University of Idaho, Moscow, Idaho

1976 Bachelor of Arts in Environmental Design
University of Washington, Seattle, Washington

TEACHING AND ACADEMIC SERVICE

2007- Woodbury University School of Architecture, Los Angeles, CA
Design Instructor, School of Architecture

2007- Art Center, Pasadena, CA
Design Instructor, Environmental Design

PROFESSIONAL PRACTICE AND SERVICE

2006-Present Fluid Studio, Los Angeles, CA. Principal and founder of a research and design studio dedicated to innovation.

2007 GRAFT, Los Angeles, CA. Project Captain, Lead Designer

2006-2007 Nadel Special Projects, Los Angeles, CA; Design Principal

2005 Gehry Partners, Los Angeles, CA; Job Captain, Designer

2003-2004 Sagan Piechota Architecture, San Francisco, CA; Senior Designer

1999-2002 Rockefeller Hricak Architects, Los Angeles, CA; Senior Designer / Project Manager

1997-1999 MC Architects, Honolulu, HI; Designer / Job Captain

1997 Kauaihikaua and Chun Architects, Honolulu, HI; Intern / Designer

COMMUNITY SERVICE

2007 UCLA jumpstart; final juror

2006 Food Bank; Arcadia, CA

AWARDS AND HONORS

2007 AIA Next LA Honor Award Hunin Urban Development

2006 King Faisal Tower Competition Award

2005 Columbia University Abstract publication

1997 AIA Southwest Gallery Exhibition

1997 AIA Seattle Gallery Exhibition

1994-1997 Tau Sigma Delta

1996 Finalist for the Arthur L. Troutner Scholarship in the discipline of poetic engineering

1995 Finalist for the Idaho Concrete Masonry Assoc. Design Competition

1993 Washington Water Power Scholarship, Academic Achievement

PUBLISHED WRITINGS

2007, Aug *Architecture Record*

2005 *Columbia University Abstract*

M. SU KIM

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 383 Design Studios 3A: House and Housing

EDUCATION

1995 Master in Design Studies

Harvard University

1991 Master in Architecture

Columbia University

Bachelor of Science

University of Maryland

TEACHING AND ACADEMIC SERVICE

2007-present Woodbury University School of Architecture, Los Angeles, CA

Design Studio Instructor

Columbia University, School of Architecture

Instructed students individually during design process and participated on design juries as assistant director in "Architectural Representation: Abstraction" course.

PROFESSIONAL PRACTICE AND SERVICE

2004-present Gehry Partners, LLC (formerly Frank Gehry Associates), Los Angeles, CA ; associate

2001-2002 Smith Group (formerly Keyes Condon Florande Architects) Washington, D.C; Co-project architect

2000-2001 Marmol and Radziner Santa Monica, CA ; Project Architect

1995-2000 Keyes Condon Florance Architects (become Smith Group in 1999)

GUSTAVO LECLERC

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 268 World Architecture 2
AR 267 World Architecture 1

EDUCATION

2004 – Present Doctor of Philosophy, Architecture and Urban Design, in progress
UCLA
1976 – 1981 Five Year professional degree in Architecture
University of Veracruz, MX
1998 – 1999 Loeb Fellowship Program
Graduate School of Design, Harvard University

TEACHING AND ACADEMIC SERVICE

1996 - Present Woodbury University, Burbank, CA
2000 Otis School of Art & Design, Los Angeles, CA
1994 – 1997 Southern California Institute of Architecture, Los Angeles, CA

AWARDS AND HONORS

2004 – 2008 Cota Robles Graduate Fellowship
University of California, Los Angeles
1998 – 1999 Loeb Fellowship
Harvard University, Graduate School of Design
1997 Headland's Center for the Arts, Marin, CA
Bridge Artists in Residency
1996 New Langston Arts, San Francisco
NEA Regional Initiative
1996 Cultural Affairs Department of the City of L.A.
Ciudad Híbrida/Hybrid City: The Production of Art in Alien Territory

PUBLISHED WRITINGS

2005 D.F. DNA
City Lab Project, *Architecture and Urban Design*, UCLA
2003 Postborder City: Cultural Spaces of Baja, California
Routledge Publications
2001 Aztlan Reimagined
Southern California Studies Center publications, USC
1999 Adobe LA, Design and Cultural Practice: The production of Flexible Difference
Off-Ramp Journal of Design and Cultural Criticism, SCI-Arc, Princeton University Press
1999 Urban Latino Cultures: La Vida Latina en LA
SAGE Publications
1999 Borderspaces: Tijuana Desenmascarada
Wide Angle Journal of Film and Criticism
1998 Ciudad Híbrida/Hybrid City: The Production of Art in Alien Territory
USC – Southern California Studies Center
1997 La Mona de T.J., *Lotus Journal of Design*
1995 Learning from Tijuana
Grand Street Journal #56, Dreams
1994 Mi Casa es Su Casa: The Politics of Everyday Life in East L.A.
Assemblage. *Critical Journal of Design and Culture*. MIT Press
1994 Saberes Poder/Interventions
ADOBE LA Publications

LECTURES AND EXHIBITIONS

2005-2008 Blissful Interiors. Public Art design for the Pomona Station, Subway Gold Line, East LA, Metropolitan
Transportation Authority
2004 Clara Shortridge Foltz Memorial. Public art project in collaboration with San Francisco based artist
Susan Schwarzenberg to commemorate the life and work of Clara Foltz. LA County Criminal Courts
Building, Downtown Los Angeles
2001 Red Is Out/Revelatory Landscapes. Site specific public garden art installation. San Francisco Museum
of Modern Art, San Francisco, CA
2000 HETEROTOPOLIS: Immigration, Ethnicity and the American City
Local Chair of the Associate Collegiate Schools of Architecture (ACSA)
National Conference, Los Angeles, CA
1999 El Nuevo Mundo, Latino Los Angeles
Cooper Hewitt National Design Museum, New York, NY
1999 Third Space/Asian manifestations
Asia Graduate School of Design, Harvard University

- 1999 Common Ground: The Building of Community. Exhibition spaces, display furniture & artifacts for the inaugural of the Japanese American National Museum's new building. The Japanese American National, Los Angeles, CA
- 1997 L.A.'s Latino Cultural Landscape
California College of Arts & Crafts, San Francisco, CA
- 1996 Tijuana the Flexible Border
Facultad de Arquitectura, Universidad de Baja California, MX
- 1996 Casa, Refugio, Posada: Divine Interventions or the Architecture of Miracles. A homeless shelter, architectural design project in collaboration with undocumented Latino youth. Jovenes Inc, East Los Angeles, CA
- 1995 Present (always) Imperfect: the Politics of Building-Identity-Place
Headlands Center for the Arts, Marin, CA
- 1995 Art and Performance Cluster. Design of the art and performance studios and work spaces - retrofit six military carpool buildings (Fort Ord Marine Base) for educational use. California State University Monterey Bay, Monterey, CA
- 1993-1995 Cultural Explainers: Portals, Bridges and Gateways. A major public art program designed to encourage open dialogue within and between the many ethnic communities of Los Angeles, Focusing on the three groups most affected during the riots of 1992: Latinos (based in Pico-Union), Korean Americans (based in Koreatown) and African Americans (based in South Central). Sparc/Adobe LA, Los Angeles, CA

RESEARCH

- 2005-Present The Spanglish Turn, doctoral research that proposes an encompassing theoretical framework for defining and projecting LA's contemporary cultural dynamics and their effects on the visual arts and architecture of the city.
- 1996-1998 Bordergraphies: Huellas Fronterizas: Re-translating the Urban Text in Los Angeles and Tijuana.
- 1994-1998 Heterotopias of Latino Culture in Los Angeles

JONATHAN LINTON

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 334 Urban Design Theory

EDUCATION

1987 Master of Science in Architecture & Urban Design
Columbia University, New York

1983 Bachelor of Architecture - Urban Design Emphasis,
Honors Graduate, California Polytechnic State University, San Luis Obispo, California

1982 Deuxieme Prix for Studies in Architecture & Urbanism,
École d'Art Americaines, Fontainebleau, France

REGISTRATION

1986 Registered Architect, California

TEACHING AND ACADEMIC SERVICES

2003 - Present Woodbury University, San Diego, California.

1994 "Freeway Close: Myth and Manipulation in the Making of the Southern California City,"
City/Country : Appropriate Interventions, Association of Collegiate Schools of Architecture Western
Region Conference, Estes Park , Colorado ,*Presenter*

PROFESSIONAL EXPERIENCE

1996 – Present Studio E Architects, San Diego, California
Architect/Urban Designer

1994 – 1996 RNP/Roesling Nakamura Architects, San Diego, California
Architect/Urban Designer

1992 – 1994 Jonathan Linton Architect, San Diego, California
Principal

1989 – 1992 Architects Lorimer-Case, San Diego, California
Project Designer

1986 – 1989 Ronald Wilson Architects, San Diego, California
Project Architect/Designer

1987 The Ehrenkrantz Group & Eckstut (now EE&K), New York, New York
Urban Designer

1985 – 1986 Bell Evans Yamamoto Architects, San Diego, California
Project Designer

1983 – 1985 Ronald Wilson Architects, San Diego, California
Junior Designer

COMMUNITY SERVICES

1985 Member, Mountainview District Community Design Assistance Team, San Diego, California, Member

1985 – 1986 Mid-City Commercial Ordinance Advisory Committee (formation of the Mid-City Planned District zoning
guidelines), City of San Diego Planning Department, San Diego, California, Community Representative
Interstate 15 Project Development Team

1984 – 1985 California Department of Transportation, San Diego, California, Community Representative Member

AWARDS AND HONORS

2007 Moderator, Surfacing Urbanisms
Association of Collegiate Schools of Architecture Western Region Conference, Pasadena, California

2006 Award of Merit, Metro Villas
National Association of Housing & Redevelopment Officials (with Studio E Architects).

2005 Meritorious Achievement Award, Metro Villas
National Association of Local Housing Finance Agencies Awards (with Studio E Architects).

2001 Citation of Recognition, Fletcher Cove Master Plan
American Institute of Architects, San Diego (with Studio E Architects)

2000 Citation of Recognition, Ballpark District Parking Garages
American Institute of Architects, San Diego (with Studio E Architects)

2000 Citation of Recognition, Central California History Museum
American Institute of Architects, San Diego (with Studio E Architects).

2000 Finalist, Central California History Museum Design Competition, Fresno, California
(with Studio E Architects).

1997 California Preservation Foundation Award, Greater Mid-City Historic Preservation Strategy,
San Diego
California (with Roesling Nakamura Architects).

1996 Orchid Award for Planning, Greater Mid-City Historic Preservation Strategy, San Diego, California
(with Roesling Nakamura Architects).

1996 Merit Award for Design Excellence, American Institute of Architects/San Diego Chapter,
Greater Mid-City Historic Preservation Strategy, San Diego, California (with Roesling Nakamura

- Architects).
- 1995 Citation for Design Excellence, American Institute of Architects/San Diego Chapter, El Cajon Boulevard Business Development and Retention Project, San Diego, California (with Roesling Nakamura Architects)
- 1993 Panelist, California Winners Panel, Electric Vehicle and the American Community Grand Opening Event, California Museum of Science and Industry, Los Angeles, California
- 1993 Panelist, Workshop on a Future Infrastructure, delivered address: "A Plea for Community," National Museum of American History, Smithsonian Institution, Washington, DC
- 1993 First Prize - Intermediate Communities, The Electric Vehicle and the American Community Design Competition, Washington, DC
- 1992 Second Prize, Affordable Living: Building a City of Neighbors Affordable Housing Design Competition, San Diego Housing Commission & City of San Diego Planning Department, San Diego, California
- 1991 Finalist, Rancho Mirage Civic Center Design Competition, Rancho Mirage, California (with Architects Lorimer-Case).
- 1986 - 1987 Analysis of Entries, Inner City Infill Affordable Housing Design Competition, Architecture & Design Department, New York State Council on the Arts, New York City, New York
- 1986 Citation for Design Excellence, American Institute of Architects / San Diego Chapter Mountainview District Rebuilding Plan/Community Design Assistance Team, San Diego, California

PUBLISHED WORK

- 2000, Sum *Competitions*
- 1994, Win *Cartouche*, Newschool of Art & Architecture, San Diego, California, Co-editor
- 1993, Feb *Architecture*
- 1993, Sp & Fall *Cartouche*, Newschool of Architecture
- 1991, Spring *Competitions*
- 1993, Sp & Fall *Competitions*
- 1993, June *Daily Californian*
- 1993, Jan / Feb *Newsline*, Graduate School of Architecture, Planning & Preservation
Columbia University
- 1993, May / Sum *Newsline*, Graduate School of Architecture, Planning & Preservation
Columbia University
- 1993, Sept *Progressive Architecture*
- 1993, Dec & June *San Diego Union-Tribune*
- 1984, Nov / Dec *Architecture California*

M. VICTORIA LIPTAK

Associate Professor of Architecture
President of the Woodbury University Faculty Association
and Dean of the Faculty 2007-2009

CURRENT COURSES

AR 182	Design Studio 1A
AR 183	Design Studio 1B
AR 269	Object Making
AR 492	Degree Project
IS 373	Energy and Society
IS 104	Knowledges

EDUCATION

1985	B.A. Linguistics, University of California, Santa Cruz
1994	M.Arch., Southern California Institute of Architecture

TEACHING AND ACADEMIC SERVICE

2006-Present	Educational Planning Committee.
2006-Present	Chair, Constitutional Task Force.
2006-Present	President's Task Force for a Sustainable Campus
2004-2006	Faculty Association Senate, elected vice president by Senate
2003-2006	Faculty Association Senate, elected senator at large by university faculty
2005, Spring	Writing Faculty search committee
2004, Spring	Council of Independent Colleges Workshop on Transformation of the College Library, (as a member of the campus team).
2003, Fall	Strategic Planning Committees: First Year Experience, Ethical Leadership
2003-2005	Safety Committee
2003, Spring	University VPAA screening committee
2002-04, 2006-Pres.	ACSA faculty counselor
2004-2005	Lecture series co-coordinator (with Paul Groh).
2004, Summer	Lecture series proposal to Toyota (funded).
2003-2004	Green Matters: Response+Design lecture series coordinator
2003, Spring	Green Matters 2 lecture series proposal to Toyota, (funded).
2003-2003	Green Matters lecture series co-coordinator (with Jennifer Lee).
2002-2004	AIAS Burbank faculty advisor
2002, Nov	Faculty presenter at Woodbury Board Retreat, invited by the President.
2002, Spring	Architecture Technology Faculty search committee
2002, Spring	Co-organizer, NAAB team visit
2001, Summer	Co-editor, Architecture Program Report

COMMUNITY SERVICE

2003-Present	CityworksLosAngeles, member
2005-Present	Architects, Designers and Planners for Social Responsibility, member
2004	Pierce College Architecture Advisory Board
1995	South Central LA HeadStart, instructor for playground design/build studio

AWARDS AND HONORS

2007-2008	Faculty Development Award, with Vinayak Bharme, for "Estimating Asia: Traditions, Tensions, Transformations," Fall 2007 Woodbury symposium organizer & co-chair.
2007	Maxine Frankel Award, with Vinayak Bharme, for "Estimating Asia" (see above).
2006, October	Paper reviewer & session moderator, ACSA West Regional Conference Member of first Woodbury University Faculty Learning Community, developing teaching and electronic portfolios for use in faculty, program and university evaluation, 2006
2003-2004	Faculty Development Award, researching rapid urbanization in Turkey.

PUBLISHED WRITINGS AND PRESENTATIONS

2006, Fall	"Çatalhöyük," invited lecture in AR 267 World Architecture 1,
2006, Sept	Today's Architecture Students: How will they power their world tomorrow?" Woodbury Architecture Symposium for China's Ministry of Construction delegation
2006, January	"Rapid Modernization in Turkey and Architectural Response," invited lecture at Jubany Architects
2006	"Architecture Foundations: Integrating Critical Thinking," WUFA Workshop.
2006	"Foundation Architecture Studio and Integrated Critical Thinking," Conference on the Beginning Design Student, Iowa State University.
2005	"On Continuity," Conference on the Beginning Design Student, University of Texas, San Antonio (published in proceedings).
2005	"Randall Wilson is not a dark and brooding artist," in Cityworks Los Angeles: Handbook, Elizabeth Martin, ed., Cityworks, Los Angeles.

- 2003 "Untied Knots: Dwelling Patterns in a Central Anatolian City," ACSA Central Regional Conference, Ball State University, Indiana (published in proceedings).
- 2002 "Great Teacher, Great Program," A+D, Hong Kong.
- 2001 "Vernacular Shifts: Observations from a Small City," International ACSA Conference, Istanbul, Turkey (published in proceedings).
- 2001 "Per Manum Pro Manu," with Jeanine Centuori and Eric Fisher, International Conference on the Beginning Design Student, San Juan, Puerto Rico (published in proceedings).
- 2001 The Architect, Poetry + the City: SCI-Arc faculty interviews, Aino Paasonen, SCI-Arc Public Access Press #40 (interviewee).
- 1998 "Design Inquiry in the Shop Curriculum," ACSA West Regional Conference, University of California, Berkeley.

NICHOLAS LOCKE

Adjunct Professor

CURRENT COURSE(S) TAUGHT

AR 487 Materials & Construction Processes and the Contemporary Context of Seoul

EDUCATION

2006 Master of Architecture
Parsons the New School for Design, New York, New York

2002 Bachelor of Arts in Environmental Design

TEACHING AND ACADEMIC SERVICE

2007- Woodbury University School of Architecture, San Diego, CA
Adjunct Professor, School of Architecture

2007- Yonsei University School of Architectural Engineering, Seoul, Korea
Visiting Professor and Studio co-critic

2007 Columbia University GSAPP, New York, NY
Teaching Assistant
The Advanced Architectural Design Summer Studio at Graduate School of Architecture
Preservation and Planning with Mark Rakatansky.

2005 Parsons School of Design, New York, NY
Research Assistant for SCAPES 4 Architectural Journal for Editor Silvia Kolbowski
Summer 2005, Brazilian Architect/Mayor Jaime Lerner interview and architectural/land policy
timeline.

2002 Woodshop Technician.
Montana State University, Bozeman, MT
Teaching Assistant
Montana State University Design Studios, with Byoungsoo Cho

PROFESSIONAL PRACTICE AND SERVICE

2002-Present Byoungsoo Cho Architects, Seoul, Korea. Project Designer

2006-Present MR-STUDIO, Brooklyn, NY. Project Architect

2005 Andrew Fredman Architect LLP, New York, NY; Project Architect

2001-2002 CNC Technologies of Montana, Townsend, MT; Construction of Big Belt House and Big Sky House

ALAN LOOMIS

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 334 Urban Design Theory

EDUCATION

2000 Masters of Architecture
Southern California Institute of Architecture
1996 Bachelors of Arts
University of Detroit Mercy

TEACHING AND ACADEMIC SERVICE

2001, 2007-present Adjunct Faculty, School of Architecture, Woodbury University
Seminar Instructor

PROFESSIONAL PRACTICE AND SERVICE

2005-present Principal Urban Designer, Planning Dept, City of Glendale CA,
1998-2005 Senior Urban Designer, Moule & Polyzoides Architects and Urbanists
1997 Project Designer, Rachlin Architects, Culver City CA
1993-1996 Project Designer/Manager, Eckert/Wordell Architects, Kalamazoo MI

AWARDS AND HONORS

2007 City of Glendale Planning Department [for Downtown Specific Plan and Mobility Study]
Southern California Association of Governments, Compass Blueprint President's Excellence Award for
Visionary Planning
2007 American Planning Association / Los Angeles Chapter, Comprehensive Plan Award, Large Jurisdiction
2007 Moule & Polyzoides Architects and Urbanists: American Planning Association / Los Angeles Chapter,
Best Practices in Planning Award [for Downtown Newhall Specific Plan]
2007 Society of College and University Planning, Merit Award for Excellence in Planning for an Established
Campus [for Occidental College Master Plan]
2005 Los Angeles Forum for Architecture and Urban Design City of Los Angeles Cultural Affairs Department
Grant [for Los Angeles Area Architecture Events Calendar]

PUBLISHED WORK

2005 Los Angeles: Building the Polycentric Region, Congress for New Urbanism, summer 2005 [w/
Gloria Ohland]
2004 "The Once and Future Mall" in Forum Annual 2004, *Los Angeles Forum for Architecture and Urban
Design*
2004 "Forum Issue 6: A Note on Downtown", *LA Forum* online journal, Spring 2004 [w/ Vinayak
Bharme]
2003 "Down by the River" in arcCA 4.03, Winter
2003 "Forum Issue 5: Parks", *LA Forum* online journal, Spring 2003 [w/ Lize Mogel]
2002-2005 *Architecture and Urban Design* Events in Los Angeles, weekly calendar,
2002-2003 "The Once and Future Mall" in Forum Issue 4 : Consuming the City, online journal, Winter
[www.deliriousla.net/events.htm]
2002-2003 "Forum Issue 4: Consuming the City", *LA Forum* online journal, Winter
2000 (Feb) "Urban Paranoia" in *Loudpaper* volume 3, issue 3
2000 "Urban Conversations: Other Urbanisms at UC Berkeley" in Forum Issue 1, online journal, Summer
2000 Offramp 7: Detours and Dialogues, *SCI-Arc / Princeton Architectural Press*, 2000 [w/ Tricia Sanedrin
and Yuval Yasky]

PROFESSIONAL MEMBERSHIP

2007-present Los Angeles Forum for Architecture and Urban Design, Advisory Board
2006-present American Institute of Architects, Associates
2005-present Congress for New Urbanism / Southern California Chapter
2004-present Huntington-USC Institute on California and the West
2004-2005 Congress for New Urbanism XIII, Local Executive Committee
2002-2005 Los Angeles Forum for Architecture and Urban Design, Board of Directors

SEBASTIAN MARISCAL

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 580 Case Study Studio
AR 590 Thesis Project Development Studio

EDUCATION

1995-1996 Escuela Tecnica Superior de Arquitectura de Barcelona (ETSAB)
1990-1994 Universidad Nacional Autonoma de Mexico (UNAM)

REGISTRATION

1989 State of Florida No. AR 12786

TEACHING AND ACADEMIC SERVICE

2005-Present Woodbury University School of Architecture, San Diego, CA
Adjunct professor, School of Architecture, MArch.RED/Undergrad

UNIVERSITY SERVICE

2003 Arizona State University, Phoenix, AZ; Juror
2003 Woodbury University, San Diego, CA; Juror
2003 San Diego Home and Garden, San Diego, CA; Juror
1994 Design Competition for the Architecture Library, Facultad de Arquitectura/UNAM; Juror

PROFESSIONAL PRACTICE AND SERVICE

2000-Present Sebastian Mariscal Studio, Founder, San Diego, CA
1998-2000 Jonathan Segal, FAIA, San Diego, CA.
1995-1996 Tonet Sunyer, Architect, Barcelona, Spain
1992 Alberto Kalach, Architect, Mexico City, Mexico
1984-1989 Raul Octovio Mariscal, Architect, Mexico City, Mexico

AWARDS AND HONORS

2006 AIA San Diego Merit Award, "On Grape"
2005 AIA San Diego Citation Award, "2inns"
2005 Golden Nugget Award, "Valle House"
2005 Golden Nugget Award, "Billboard Lofts"
2004 AIA National Honor Award, "The Prospect" (with Jonathan Segal), LA Jolla
2004 AIA National Honor Award, "The State" (with Jonathan Segal), San Diego
2004 AIA National Honor Award, "The Titan" (with Jonathan Segal), San Diego
2004 Residential Magazine Award, "The Titan" (with Jonathan Segal), San Diego
2004 Residential Magazine Award, "The State" (with Jonathan Segal), San Diego
2003 Home of the Year Award, *Architecture Magazine*, "State & Date Project," San Diego
2002 AIA Honor Award, Best Mixed-Use Design, "The State" (with Jonathan Segal), San Diego
2001 AIA Honor Award, "State & Date Project," San Diego Chapter, San Diego
1999 Citation, Competition New Technologies for Social Housing, B.C., Mexico
1999 AIA Citation, San Diego Chapter, "The Waterfront" (with Jonathan Segal), San Diego
1993 Elected Academic Counselor, Design Area, Facultad de Arquitectura, UNAM, Mexico
1992 First Place, Design Competition for Teachers Dwelling, UNAM, Mexico

PUBLISHED WORK OR REVIEWS

2004, March *Dwell Magazine*, Date project
2004 MNM Minimalist Interiors by Nasple & Asakura, Date project
2003 Home of the Year Award, *Architecture Magazine*, Date Project, San Diego
2003, Sept. *San Diego Union Tribune*, Downtown on Display
2003, Oct. *San Diego Home and Garden*, Date Project
2003, Jan. *Architectural Record*, The State (with Jonathan Segal), San Diego
2002, Aug. *San Diego Magazine*, The State (with Jonathan Segal), San Diego
2002, Jan-Feb. *Latino Builders Magazine*, Crating Visual Art
2001, July *Latino Builders Magazine*, AIA Honor Award
2001, June 17th *San Diego Union Tribune*, AIA Honor Award
2001, June 10th *San Diego Union Tribune*, AIA Honor Award
1995, May *Excelsior Newspaper*, Conference U.A.A.
1995 *Broadcast Engineer Magazine*, "Canal 40" Building
1991, March *Excelsior Newspaper*, Project "Villaseden", Acapulco, Mexico

LECTURES AND INTERVIEWS

2003 Kusi News, Interview
2003 Dadio Talk with Tricia, Interview
2003 Downtown By Design Tour, Date Project
1997 Conference, Tecnológico De La Paz, La Paz, B.C.S.
1995 Conference, Universidad Autonoma De Aguascalientes (U.A.A.) Aguascalientes, Mexico

DAVID MAYNARD

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 471 4th Year Open Studio: Architecture and Sustainability, Summer Semesters

EDUCATION

1995 Masters of Architecture
Southern California Institute of Architecture (SCI-Arc) Los Angeles, CA
1992 Atelier Italia, Tivoli, Italy.
1987-1988 Boston Architectural Center, Boston, MA
1986 BA in Architecture
Lehigh University, Bethlehem PA.

REGISTRATION

1995 California Registered Architect C-25765

TEACHING AND ACADEMIC SERVICE

2001-Present Woodbury University School of Architecture, Burbank, CA
Adjunct faculty member, School of Architecture
2005-2006 Visiting Assistant Professor of Architecture, 3rd Year Coordinator, (one year appointment)
2001-2005 Part time adjunct faculty member, School of Architecture
Full time (18 credits per year, min.) adjunct faculty member, School of Architecture
2001-2002, 2005 3A Design Studio: House and Housing.
2001-2002, 2006 3B Design Studio: Structure Systems Space Form.
2001-2007 Vertical Design Studio: Architecture and Sustainability.
2005-2006 [1:1] Design/Build MiniStudio. Fall/spring
2003 Visionary Infrastructure. Fall
2002-2006 Degree Project Advisor. Spring
2004 Pasadena City College Pasadena, CA
Adjunct Professor, Department of Architecture, Introduction to Architecture
2002 University of Nevada Las Vegas Las Vegas, NV
Adjunct Professor, Graduate Department of Architecture, Masters Thesis Research Studio.
2001 Otis College of Art and Design, Los Angeles, CA
Adjunct Professor, Department of Environmental Design, Environmental Design Seminar: Technologies and Ecologies - Introduction to Landscape Architecture.
1998 Southern California Institute of Architecture (SCI-Arc) Los Angeles, CA
Adjunct Professor, Graduate Architecture Program, 2GA Studio: The New Metropolitan Library. Co-I
Instructor with Robert Mangurian, Mary-Ann Ray, Emily Jagoda, Kirsten Gottschalk, and John Jennings.

Professional Practice and service
1995-Present Dave Maynard Architecture Los Angeles, CA
Principal. Co-founder of HEDGE design collective. Architecture Director for be'
(architecture|design|marketing), a multidisciplinary firm in S.F and L.A. (www.be-idea.com). All phases
of architectural design, construction documents, and construction administration for small to large
residential and small to medium commercial projects. Structural engineering analysis, design, detailing,
and drawings for small to medium residential projects.
1993-1995 Gordon Polon Engineers Venice, CA
Engineer. Completed structural design, calculations, and detailing for a variety of small to medium
residential projects. Performed field inspections and evaluations of damaged buildings after the 1994
Northridge earthquake. Good working knowledge of Type V construction, lateral (seismic and wind)
design, interpretation of geotechnical reports, requirements of the UBC and City of LA.
1990-1991 Charter Builders Mountain View, CA
Project Engineer. Responsible for review and coordination of all contract documents for a \$16 million
condominium. Four stories of wood frame construction (132 units) erected over two stories of post-
tensioned concrete parking garage. Liaison to the architect and subcontractors.
1987-1990 Grassi Design Group Boston, MA and Key West, FL
Project Manager, Senior Field Representative. Responsible for CA phase of over \$20 million of
construction. Managed Key West office from August 1989 - August 1990.

AWARDS AND HONORS

1995 Southern California Institute of Architecture (SCI-Arc) Director's Award
1986 Lehigh University Williams Senior Essay Award

PUBLISHED WORK

2005, Jan/Feb *Metropolitan Home*, Met Home of the Year Contest Winners: Club Doug Jorge Arango
2003 *Praxis* Issue 5: Architecture After Capitalism, Summer, Architecture After Capitalism - Reorganizing:
HEDGE design collective Ashley Schafer
2003, Apr *I.D.*, pp. 70-75 The Continentals Aric Chen and Paul Davies
2002, Oct *Sunset*, Best of the West: HEDGE design collective
2001, Dec *Home*, Zeigler Residence

- 1999 *Offramp* No.7: Detours and Dialogues Southern California Institute of Architecture, Superseche:
HEDGE design collective eds.: Alan Loomis, Tricia Sanedrin, Yuval Yasky
1999, May/Jun *Index Magazine*, pp.11-14. LA Design: HEDGE design collective Fritz Heag
1999, Feb *Interior Design*, pp. 62-64. Studio Site: Corinth Ceramic Studio Edie Cohen
1999 West Coast Rooms Rockport Publishing. HEDGE design collective: Aaronson Residence Edie
Cohen
1996, Nov *Metropolis*, pp. 67, 102-103. Building: HEDGE design collective

LECTURES AND EXHIBITIONS

- 2000 Jackalope, Cornish School of the Arts, Seattle
1999 Untitled, CalPoly Pomona
1997 Out There Doing It, Los Angeles Forum for Art and Architecture
1996 Progressive LA, Design Symposium, Pacific Design Center
1995 Seven Words, Woodbury University

MICHAEL MCDONALD AIA

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 182 Design Studio 1A: Principals and Processes

EDUCATION

1999 Master of Architecture
SCI-Arc - Southern California Institute of Architecture, Los Angeles, CA
1991 Bachelor of Arts in Environmental Design
San Diego State University, San Diego, California

REGISTRATION

2006 State of California No. C30494

TEACHING AND ACADEMIC SERVICE

2007-Present Woodbury University School of Architecture, Burbank, CA
Adjunct Faculty, School of Architecture
2003-2004 SCI-Arc, Los Angeles, CA
Associate Professor

UNIVERSITY SERVICE

SCI-Arc Committees: Undergraduate admissions and Scholarship
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
Woodbury University, Burbank, CA

PROFESSIONAL PRACTICE AND SERVICE

2003-Present Park McDonald, Los Angeles, CA. A partnership registered for the practice of Architecture in the state of California.
2001-2003 Osborn Architects, Glendale, CA; Senior Project Designer
2000-2001 Anshen + Allen Los Angeles, Los Angeles, CA; Project Designer
1999-2000 Michael Maltzan Architecture, Los Angeles, CA; Project Designer
1997-1998 RoTo Architects, Los Angeles, CA; Senior Project Designer
1996-1997 Johnson Favaro, Los Angeles, CA; Project Designer

COMMUNITY SERVICE

2004 AIA Orange County Student Design Competition competition juror
Crystal Cathedral, Garden Grove, CA
2003 Hybrid-Housing Competition competition juror
Sponsored by the American Society of Engineers and Architects and Woodbury University
Woodbury University, Burbank, CA

AWARDS AND HONORS

2004 AIA California Council Merit Award
Electrical Training Trust, Commerce, CA, w/Osborn Architects – Project Team
2004 AIA Pasadena/Foothill Merit Award
Electrical Training Trust, Commerce, CA, w/Osborn Architects – Project Team
2002 AIA Pasadena/Foothill Merit Award
Sierra Vista Middle School, Baldwin Park, CA, w/Osborn Architects – Senior Project Designer
2000 PA Award - Citation
Inter City Arts, Los Angeles, CA, w/Michael Maltzan Architecture – Project Team
1998 Work Surface Competition – AIA Chicago/Knoll
Honorable Mention, Furniture Design, Chicago, IL

PUBLISHED WORK

2006, Jan *Architectural Record*, ArchRecord2 - Flux
2005 *California Design 05*, Pasadena Museum of California Art
2003 *Casa Brutus*, Issue 12, Tokyo, Japan
2003 *California Design 03*, Pasadena Museum of California Art

LECTURES

2003 Earthwork + Interventions
SCI-Arc, Los Angeles, CA Design Faculty 2A
2003 Strategic Tectonics

SCI-Arc, Los Angeles, CA Design Faculty 1B

PROFESSIONAL MEMBERSHIP

2006

American Institute of Architects

No 30402773

SALVADOR MEDINA

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 326 Structures 1
AR 327 Structures 2

EDUCATION

1992 Master of Architecture
University of California, Berkeley
1987 Bachelor of Science, Architectural Engineering
Cal-Poly San Luis Obispo
1984 Associate of Arts, Architectural Technology
Southwestern College, Chula Vista, CA

TEACHING AND ACADEMIC SERVICE

2000-Present Woodbury University, San Diego, CA

UNIVERSITY SERVICE

1994-Present Universidad Ibero Americana, Tijuana, B.C., MX
Guest lecturer
1997 Instituto Tecnológico, Tijuana, B.C., MX
6-week theory seminar
1981 Parsons School of Design, Los Angeles, CA
First year design studio

PROFESSIONAL PRACTICE AND SERVICE

1997 – Present M.S.A. & Associates
Structural Designer
1997-1998 Integrated Structural Design
Structural Designer/Engineer Assistant, analysis and drafting
1997-1998 Flores & Ng
Structural Designer/Engineer Assistant, analysis and drafting
1996 - Present Generica Tijuana, B.C., MX
1992 – Present Salvador Medina Architecture, Tijuana, B.C., MX
1995 – 1996 Lopez-Solorio & Associates
Structural Designer
1994 – 1995 Flores Consulting Group
1992 – 1996 Oficina de Arquitectura
1984 B.S.H.A.
Internship, drafting

NORMAN R MILLAR AIA

Director and Professor

CURRENT COURSE(S) TAUGHT

AR 183 Design Studio 1B: Natural Tendencies
AR 492 Degree Project
AR 560 Ethics

EDUCATION

2006 Ross Minority Program in Real Estate Certificate
Lusk Center for Real Estate, Marshall School of Business
University of Southern California
1978 Master of Architecture
University of Pennsylvania, Philadelphia, Pennsylvania
1976 Bachelor of Arts in Environmental Design
University of Washington, Seattle, Washington

REGISTRATION

1989 State of Hawaii No. AR 6549
1985 State of California No. C-15826
1983 State of Washington No. 4124

TEACHING AND ACADEMIC SERVICE

2007-Present Woodbury University School of Architecture, Los Angeles, CA
Director and professor, School of Architecture
1999-2006 Woodbury University Department of Architecture, Los Angeles, CA
Chair and Professor, Department of Architecture
The Department of Architecture was within the School of Architecture and Design along with the
Departments of Animation, Fashion Design, Graphic Design and Interior Architecture.
1994-1999 Southern California Institute of Architecture, Los Angeles, CA
Associate Professor
1987-1994 USC School of Architecture, Los Angeles, CA
Adjunct Assistant Professor
1987 UCLA School of Architecture, Los Angeles, CA
1st year Grad design studio; Guest instructor and lecturer
1986-1988 Art Center College of Design, Pasadena, CA
Understanding Materials: Advanced Environmental Design Studio

UNIVERSITY SERVICE

1999-2007 Woodbury Committees: Budget Advisory 04-07, Space Planning 04-07, Personnel 04-06, Development
03-04, Academic Programs 03-04, Curriculum 99-03, Policy 99-03
1999-2007 Woodbury University Search Committees for 15 faculty and staff positions
1998-1999 SCI-Arc Search Committees for: Director (Neil Denari) Graduate Program Head (Michael Speaks)
Undergraduate Program Head (Gary Paige)
1997- 1999 SCI-Arc City Practice + Research Center (CPRC); founding Director/Coordinator
1997-1999 SCI-Arc Academic Council Member, policy and curriculum advisory panel to the director
1995-1999 SCI-Arc Committees: Admissions, Undergraduate Curriculum, Recruiting, Scholarship and
Academic Standing Committees

PROFESSIONAL PRACTICE AND SERVICE

1987-Present Norman R Millar Architects, Los Angeles, CA.; a sole proprietorship registered for the practice of
Architecture in the western states of California, Washington and Hawaii.
1983-1986 A2Z, Los Angeles, CA. Norman Millar was a partner with artists Ries Niemi and Sheila Klein in this
architecture and design firm whose award winning work ranged from buildings to furniture.
1981-1983 Olson / Walker Architects, Seattle, WA; Project Designer, Project Architect
1979-1981 The Bumgardner Architects, Seattle, WA; Project Designer
1978-1979 Rafael Villamil, Architect, Philadelphia, PA; Project Architect

COMMUNITY SERVICE

2006 Raymond E Enkeboll Woodbury Library Courtyard i-scape Student Competition, final juror
2006 Drexel University NAAB Visit, Team Member (and ACSA representative)
2006 Landscape Journal, manuscript reviewer
2004 Tenure and Promotion Review for Assistant Professor Jose Gamez of the Dept. of Architecture at
University of North Carolina at Charlotte
2004-Present The Los Angeles Forum for Architecture and Urban Design, Advisory board member
2004-2007 NAAB Visiting TEAM Member for ACSA, Univ. of Idaho-04, Drexel-06, Illinois Inst of Tech.-07
2002-Present AIA Los Angeles Chapter, Board member
1999-Present Hollywood Design Review Advisory Board for LA City Council and Community Redevelopment Agency

AWARDS AND HONORS

2005 \$5000 Maxine Frankel Foundation Faculty Grant For sabbatical study of real estate development

- 2005 \$2500 Woodbury Faculty Development Grant For sabbatical study of real estate development
 1999 \$27,000 Los Angeles Culture Affairs Grant for SCI-Arc Community Practice and Research Center
 1998 \$30,000 Los Angeles Culture Affairs Grant for SCI-Arc Community Practice and Research Center
 First Place South Korea Pusan Dankam Public Housing Competition Hak Sik Son, Architect
 1994 \$7500 Graham Foundation Research Grant for the Los Angeles Service Station Project Co-Coordinated
 with Chris Jarrett for the USC School of Architecture and the LA Department of Cultural Affairs
 1994 First Interstate Bank's South Central Los Angeles Mixed-use Design / Build Competition Semifinalist.
 1987 Record House Award; Architectural Record Magazine: DoubleHouse in Seattle, Washington
 1986 40 Under 40; New York, New York, Listing by the New York Architectural League and Interiors
 Magazine of 40 leading American architects under the age of 40.

PUBLISHED WRITINGS

- 2004 *Space Magazine*, October 2004 Issue, "Refining a Language: Drawing and Building-Not Talking"
 2004 *c3Korea Magazine*, August 2004 Issue, "Running and Thinking: Building Spaces Between"
 2003 "A Public Surface: Finding Space in the Margins," edited by J. Centuori, R.I. Rock and K. Shkapich,
 essay entitled "Urban Tactics: Actions for the Evolving StreetScape."
 1999 "Everyday Urbanism," edited by Margaret Crawford, John Chase, and John Kaliski
 Essay entitled "Street Survival: Plight of the Los Angeles Street Vendors" by Norman Millar, *Monacelli
 Press*, New York
 1998 "A Delicate Balance: Harm Reduction Housing" for People with AIDS
 John Chase and John D'Amico with Norman Millar

PUBLISHED WORK OR REVIEWS

- 2005 Norman Millar, *Bohemian Modern Living in Silver Lake* by Barbara Bestor from Regan Books, published
 by HarperCollins
 2002, May 9 Tiny Marvels, *Los Angeles Times Magazine*, Zen Den / Sky Basket by Norman Millar Architect
 1999 Extreme Homes, HG-TV cable show on the Niemi Tripleplex in Seattle by Norman Millar
 1998, Nov. Norman Millar: Interview by Jin-Ho Park, *POAR People of Architecture magazine* (Korea)
 1998, Oct. Eco-Revelatory Design: Nature Constructed / Nature Revealed, *Landscape Journal*
 Windows of Opportunity: Reprogramming Residual Urban Space in Los Angeles by Achva Benzinberg
 Stein and Norman Millar, Special Issue Exhibit Catalog and collection of Essays
 1997 Norman Millar, *From the Center: Faculty Design Process at SCI-Arc*
The Monacelli Press, New York
 1987, Apr Double Identity, *Architectural Record*, Record Houses, Deborah K Dietsch
 1987, Feb Affordable Housing, *Progressive Architecture*
 1986, Oct Se Ne Parla: Casa Su Casa, *Casa Vogue*, on DoubleHouse
 1986, Sep A2Z, *Interiors- 40 Under 40*
 1986, Sep All 4 One, *Progressive Architecture*, Interiors Issue, Pilar Viladas writes about A2Z Office
 1986, Sep Best Bets, *New York Magazine* on Linoleum Rug
 1986, Sep Tappeti, *Arbitare* on Linoleum Rug
 1985, Feb A2Z; Interview by Barbara Goldstein, *Arts & Architecture Magazine*; Crossovers/Collaborations Issue:
 Cover story

LECTURES

- 2006 Fuzzy Activism: Social Practice in Los Angeles Panelist: Assoc. for Com Des annual conf. LA,
 2002 Lecture: Architectural Education for a Diverse Culture Woosong University, Dajeon, South Korea
 2002 Mayors Institute on City Design, Austin, Texas. Resource team member
 1999 Poetics of Green Symposium, Woodbury University, Los Angeles, CA; Panelist
 1999 Urban Tactic, Lecture on private practice, community activism and teaching; UBC, Vancouver.
 1999 Teaching Ambivalence; Lecture, National College Art Association Conference, Los Angeles
 1997 Under the Influence: Crossovers and Collaborations; SCI-Arc Faculty Lecture Series,
 1996 Current Work: Lecture, School of Architecture, Cal-Poly, Pomona
 Designs for Poverty, Guest participant architect. Louisiana Tech School of Architecture
 1988 Out There Doing It, Lecture for the Los Angeles Forum for Architecture and Urban Design

PROFESSIONAL MEMBERSHIP

- 2006 Urban Land Institute (ULI) No 319941
 2000 American Institute of Architects No 30149070

LOUIS MOLINA

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 182 Design Studio 1A: Principles and Processes, Bodies and Objects

EDUCATION

1997 Master of Architecture
SCI-Architecture

1992 Bachelor of Arts
UCLA

TEACHING AND ACADEMIC SERVICE

2002-2007 Woodbury University
Materials & Methods Seminar
Adjunct Faculty, Architecture
Studio 1A & 1B; Thesis Advising
Brazil Summer Studio; SENCER Sumer Seminar

PROFESSIONAL PRACTICE AND SERVICE

2007 Tovar Residence, Remodel & addition
EP-2, New mixed-use building

2006 Perez-Thompson Residence, Remodel
Garcia Residence, Remodel
Nospikel Residence, Switzerland, New Construction
Oddo Studio, New Construction

2005 Olgin Residence, Remodel & addition
Sridharan-Estolano Residence, Remodel
Dorado Residence, Remodel
German-Erbe Residence, Remodel & addition

2004 Anderson Residence, Remodel
Chiu Residence, Remodel & addition

2003 "Structural Twinkie" furniture line
Higa Residence, Addition
Gamma-Babcock Residence, Remodel
Capone Residence, Remodel

2002 Echo Park House / lot, Remodel and new construction
Odd Lots, New construction series
Yoko Kanayama "Ravenswood" installation
Oddo Residence, New construction

AWARDS AND HONORS

1997 Architecture Citation, SCI-Arc
1999 Arts District International Design Competition, 1st Place

PUBLISHED WORK

1998 *Metropolis Magazine*, Citation (1998)
2006 HGTV – "Small Space", Big Style (2006, #405)

LECTURES AND EXHIBITIONS

2002 Pasadena Museum of California Art – "Ravenswood" exhibit
2006 What's New? Echo Park Historical Society – Lecture/Tour

MELANIE MOOSSAIAN

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 280 Design Studio 2B: Site Orders
AR 281 Design Studio 2A: Program and Space

EDUCATION

1997 Master of Landscape Architecture
Harvard University
1992 Bachelor of Architecture
University of Southern California

TEACHING AND ACADEMIC SERVICE

2006-Present Woodbury University School of Architecture, Los Angeles
Adjunct Professor, School of Architecture
2005 USC, Los Angeles, CA
Instructor, Designing with Natural Forces
Coordinator, Summer Landscape Exploration
2003 UCLA Extension, Los Angeles, CA
Design Studio Instructor
2001-2004 USC, Los Angeles, CA
Instructor, Ecological Factors in Design
1994-1997 USC, Los Angeles, CA
Instructor, Exploration of Architecture/First Year Drawing

PROFESSIONAL PRACTICE AND SERVICE

1999-2002 Mia Lehrer+Associates, Los Angeles; Design Associate
1997-1999 Jerde Partnership International, Los Angeles; in-house landscape designer
1996 The SWA Group, Susalito; summer internship program
1996 Martha Schwartz Inc., Cambridge; developing conceptual models and preparing presentation drawings
1994-1995 Lehrer Architects, Los Angeles; design & coordination for numerous residential projects
1993-1994 Jeffrey M. Kalban & Associates, Los Angeles
1992 Roschen Van Cleve Architects, Los Angeles
1991 Landworth, DeBolske & Brown

AWARDS AND HONORS

1996 Harvard GSD, Community Traveling Fellowship: Investigating the Landscape in America
1996 Harvard GSD, Penny White Traveling Fellowship: Richard Haag symposium and exhibit
1992 USC: William Landworth Internship
1991 American Armenian Association Award
1990 Goolbenkian Foundation Scholarship
1988 USC: John Prkinson Scholarship

EXHIBITIONS

1996 Harvard GSD: Collage Transparencies, Color & B+W Photo Collage Exhibit, Bloedel Reserve and Gasworks Park.

PUBLISHED WORK

1999 "You Are Here," Jerde Partnership Publication, photograph of conceptual model for rooftop garden.
1996 "Exploring the Rhizome in the Landscape," Harvard GSD: Paratectics, Theory paper on the work of French landscape architects, Desvigne and Dalnoky, and images of conceptual model for "The Ground Plane."
1994 Arts Leadership Initiative, Arts Inc, a training program for business people who want to be effective arts advocates.
1993 L.A. Art Seen, Co-founder, Mission: To promote the visual arts in Los Angeles in a collaborative effort by exploring new and alternative approaches in representation.
1992 "Constructing the Urban Landscape in L.A.," USC: Form 1

JUDITH-KAROLINE MUSSEL

Adjunct faculty

CURRENT COURSE(S) TAUGHT

AR 281 Design studio 2A: Program and Space
AR 280 Design studio 2B: Site Orders
AR 375 Urban Environments

EDUCATION

Master of Architecture

REGISTRATION

Licensed in Germany

ACADEMIC AND PROFESSIONAL SERVICE

Academic Service, 1 Year
Professional Service, 11 Years

AWARDS AND HONORS

2004 MAK, Los Angeles
Showdown, Fashion Show & Exhibition

2004 Nam June Paik Competition, Korea
Architectural Competition

2004 Museums Quartier Competition, Vienna, Austria
turning the inside out Architectural Competition

2003 Cultural & Administrative Complex of Montreal, Montreal, Canada
Ice cold Architectural Competition

2002 The National Egyptian Museum, Cairo, Egypt
the dunes Architectural Competition

2000 tkts2000 Exhibition, New York Times Square
Competition Finalist

1999 Winner of the Oregano Program of NBBJ
Architectural Travel to South America

1996 Rudolf Schindler Prize, Los Angeles

1996 Aedes Gallery, Berlin, Germany
Group Exhibition

1995 MAK, Vienna, Austria
Group Exhibition

Published work

2005 Sketches of Frank Gehry

2004 MAK, Los Angeles
Showdown, Fashion Show & Exhibition

2004 Nam June Paik Competition, Korea
Architectural Competition

2003 GA Document

2004 Museums Quartier Competition, Vienna, Austria
turning the inside out Architectural Competition

2003 Cultural & Administrative Complex of Montreal, Montreal, Canada
Ice cold Architectural Competition

2002 The National Egyptian Museum, Cairo, Egypt
the dunes Architectural Competition

2000 tkts Exhibition, New York Times Square
Competition Finalist

1996 Aedes Gallery, Berlin, Germany
Group Exhibition

AARON NEUBERT

Adjunct

COURSE(S) TAUGHT

AR 280 Design Studio 2A: Program and Space
AR 492 Degree Project

EDUCATION

Master of Architecture, Columbia University
Bachelor of Design in Architecture, Magna Cum Laude, University of Florida
Vicenza Institute of Architecture

REGISTRATION

Registered Architect: California C-29005, AIA, NCARB

TEACHING

Visiting Professor of Architecture, Light and Dark: Los Angeles, Workshop in Architecture.
Royal Danish Academy of Fine Arts, Copenhagen, Denmark, January 2006.
Adjunct Professor of Architecture, Architecture Design Studio IIA/B, Material and Methods Seminar, Senior Thesis Advisor.
Woodbury University, Los Angeles, CA, 2000-04, 2006-Present.
Adjunct Professor of Design, Senior Option Design Studio, Material Ecologies Seminar, Diagramming Seminar.
Otis College of Art & Design, Los Angeles, CA, 2002-03.
Adjunct Professor of Architecture, Making & Meaning.
Southern California Institute of Architecture, Los Angeles, CA, 2002.
Adjunct Professor of Architecture, Architecture Design Studio IIIA/B/C.
California Polytechnic University Pomona, Los Angeles, CA, 2000-01.
Visiting Juror, Columbia University, Barnard College, Parsons School of Design, Southern California Institute of Architecture, UCLA,
Art Center College of Design, USC, Pasadena City College, Woodbury University, Otis College of Design, University of Florida.

PROFESSIONAL PRACTICE AND SERVICE

2000 - Present ANX/Aaron Neubert Architects Orenj, Los Angeles, CA
1998 - 2000 Leslie Gill Architect, New York, NY
1997 - 1998 Voorsanger & Assoc. Architects New York, NY

AWARDS AND HONORS

2003 AIA/LA Merit Award, AIA Los Angeles Chapter, Los Angeles, CA.
APN: 5435-030-020 Experiment for the Sub-Urban Backyard
2002 Home of the Year Award, Architecture Magazine, New York, NY.
Art House: Falls Village, Connecticut
2001-2005 Who's Who Among America's Teachers
1998 2nd Prize, Van Alen Prize in Public Architecture, Design Ideas for New York's East River, Van Alen Institute, New York, NY.
Tidal Landscapes: Water as Public Terrain
1997 1st Prize/Commission, Asia Society Competition, Voorsanger & Associates, New York, NY.

PUBLISHED WORK

2005, Dec. 25 *The Los Angeles Times*, Stria-Park, Los Angeles, California
2005, Nov./Dec. *LA Architect*, Pretzel Factory Loft, Los Angeles, California
2005, Jul./Aug. *LA Architect*, On 'site': Approaching Architecture in NY and LA
2005, Mar./Apr. *LA Architect*, Zipper House, Malibu, California
2003, Oct. *Arhitekt*, Architecture of the Captive Landscapes
2003, Jan./Feb. *LA Architect*, APN: 5435-030-020, Experiment for the Sub-Urban Backyard, Next LAAward
2002, Nov. *Concept*, Asia Society & Museum
2002, Oct. *Dwell*, The Heavenly Home Office: Art House
2002, Sep./Oct. *Desert Living*, At Home In Arizona
2002, Sep. *Architectural Design*, Poetics in Architecture
2002 *All American*, EdLabs, Chai Loft
2002, May *Interior Design*, On the Rise
2001, Dec. *Van Alen Report 10*, Three Museums Open Up
2001, May *The Art Newspaper*, Asia Society
2001, Mar. *Art In America*, Asia Society
2001, Feb. *Architecture*, Pretty Cool For a School
2000, Feb. *Interiors*, East Meets Best
1999, Dec. 10 *The New York Times*, Asia in Midtown PG.E46
1999, Apr. *Digital Architecture*, Asia Society

1999 Mar. *Van Alen Report 5*, Community Property, Newsfront
1999, Jan. *Oculus*, vol.61, no.5, Ideas for the East River
1998, Oct. *Oculus*, vol.61, no.2, Architects on the Waterfront

LECTURES AND EXHIBITIONS

2006 Lecture, "Operations In The Landscape", Royal Danish Academy of Fine Arts, Copenhagen, Denmark
2005, Oct. AIA Los Angeles Awards Program
Hoover Street Housing
2004, Oct. AIA Los Angeles Awards Program
R House, A-Mt House
2003 Faculty Show, Otis College of Art & Design
SJSU Museum of Art & Design
2003 SJSU Museum of Art & Design Exhibit, San Jose State University
SJSU Museum of Art & Design
2003, Oct. AIA Los Angeles Awards Program
APN: 5435-030-020 Experiment for the Sub-Urban Backyard
2002 Faculty Show, Otis College of Art & Design
1998, Dec. Public Symposium, "East River Designers Share Their Visions", Van Alen Institute, New York NY

PROFESSIONAL MEMBERSHIP

LA Forum

JAY W. NICKELS, ALA

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 280 Design Studio 2B: Site Orders
AR 383 Design Studio 3A: House and Housing

EDUCATION

Bachelor of Architecture
University of Southern California

REGISTRATION

State of California # C-6012

TEACHING AND ACADEMIC SERVICE

2006-Present Woodbury University Architecture Development and Alumni Relations Officer
2006 Woodbury University Acting Chair, Department of Architecture, Spring 06 – Fall 06
2001-2002 Woodbury University Director, San Diego Campus, 01 – 02
1996-2005 Woodbury University Assistant Chair, Department of Architecture Fall 96-Spring 01, Fall 02-Winter 05
1995-Present Woodbury University (Winter)
Second - Fifth Year Design Studios, Degree Project Advisor
1994 University of Miami: Coral Gables, FL; Fall
Guest Lecturer, Undergraduate Program, Second Year Design Studio.
1990-1993 University of Southern California Member, Board of Directors, Architectural Guild
1984-1985 University of Southern California Scholarship Committee
1986-1990 University of Southern California Scholarship Committee
1986-1988 University of Southern California Library Expansion Committee
1986-1987 University of Southern California Continuing Education Committee
1982-1984 University of Southern California Facilities Committee
1979 University of Southern California Design Studio
Years 1-5, three summer studio sessions, Graduate student advisor, First Year Coordinator
1979-1982 University of Southern California Member, Board of Directors, Architectural Guild

COMMUNITY SERVICE

1990-1994 Member; Planning and Design Review Committee, Hollywood Community Advisory Council, City Council Appointment
1989 Juror; Hollywood Exposition, Legacy Awards
1985 Juror; "Real Problems", AIAS Competition
1985-1984 Member; State Senator David Roberti Site Selection Committee, Hollywood Entertainment Museum

PROFESSIONAL PRACTICE AND SERVICE

1977-1995 RNR Architects, Principal and Director of Design: Consulting Architect California State University Los Angeles; University Foundation Administration Building, Cal Poly San Luis Obispo, CA; Jackie Robinson Memorial Baseball Stadium, UCLA; J. D. Morgan Memorial Athletics Center and Hall of Fame, UCLA.
1972-1977 Honnold, Reibsam and Rex, Architects, Associate Partner, Director of Design,: Faculty Office Building, Cal Poly San Luis Obispo, CA; Huntington Beach Civic Center; Linder Plaza Office Building; McKinley Home for Boys, San Dimas, CA.
1970-1972 DMJM , Project Designer: Hollywood High School Library and Fine Arts; Arts and Communication Center, Santa Barbara Community College; Santa Maria La Antigua University Master Plan and First Phase, Panama City, Panama.
1967-1970 Honnold and Rex Architects, Project Designer: Cal Tech Solar Observatory, Big Bear Lake, CA; Molecular Biology Institute, UCLA; Master Plan and First Phase, Southwest LA Community College.

AWARDS AND HONORS

1990 "City Beautiful" Award, San Luis Obispo, CA
1978 CCAIA, "Best of the West"
LAAIA, 84/84 Olympic Architect
1977 AIA Honor Award
1975 AIA Honor Award
1970 Progressive Architecture Design Award
1963 USC Architectural Guild Work/Travel Fellowship

PROFESSIONAL MEMBERSHIP

AIA; CCAIA; LAAIA; ACSA

MARK OWEN

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 281	Design Studio 2A: Program and Space
AR 351	Design Animation
AR 211	Design Communication 2
AR 4726	Digital Fabrication
AR 492	Degree Project
AR 384	Design Studio 3B: Structure, Systems, Space, and Form

EDUCATION

1998	Master of Architecture UCLA
1994	Bachelor of Architecture Woodbury University

TEACHING AND ACADEMIC SERVICE

1999-Present	OTIS College of Art & Design
1999-Present	Art Center
1999-Present	UCLA Extension
1999-Present	Woodbury University School of Architecture, Los Angeles, CA

PROFESSIONAL PRACTICE AND SERVICE

1999-Present	Mark Owen Designs – Many Consulting Jobs on Airports (Salt Lake City, Lax, John Wayne, Burbank, Ontario, Las Vegas, Phoenix, Etc) and Schools
In progress	Numerous rendering jobs (too many to list). 7 Built Projects. 4 On the Boards for completion by late this year to mid next year.

JORGE OZORNO

Adjunct faculty

CURRENT COURSE(S) TAUGHT

AR 280 Site Orders
AR 183 Natural Tendencies
AR 489 Urbanism

EDUCATION

2006 Doctor of Philosophy
National Autonomous University of Mexico
1976 Master of Architecture
Graduate School of Architecture, University Iberoamericana, Mexico City

TEACHING AND ACADEMIC SERVICE

2006-Present Woodbury University, San Diego
1989 – 1992 Dean of the School of Architecture
Universidad Iberoamericana, Baja California
1986 – 1992 Design Professor
Universidad Iberoamericana, Baja California
1992 – 2002 Technological Institute of Monterey
Cal Poly School of Design, Pomona, Visiting Professor
University of Austin, TX
Texas A&M School of Architecture, TX
The New School of Architecture, San Diego, CA
Tudelft, Delft, The Netherlands
Universidad de Valparaiso, Chile

PROFESSIONAL PRACTICE AND SERVICE

2002-Present Urbitecture Platform, Posada + Ozorno, San Diego California
1978 – 2003 Design, Construction & Supervision, Mexico City, MX
1991 - 2002 Interior Design Partnership w/Eduardo Posada, Tijuana, MX

AWARDS AND HONORS

2001 Winner project for the Expo Complex in Queretaro, Mexico
1999 Winner project for the Central Square in Queretaro, Mexico
Winner of the competition for the Queretaro, Mexico, Pavilion World Expo, Lisbon, Portugal

PUBLISHED WORK

Various photographs have been exposed in Mexico, U.S.A., and Europe
Numerous articles have been published in books, magazines, and newspapers
Had multiple appearances in TV and radio programs

RENÉ PERALTA

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 366 Contemporary Issues
AR 448 Professional practice 2
AR 384 Design Studio 3B: Structure, Systems, Space, and Form
AR 2930 Second Year Open Studio
AR 4930/32 Fourth Year open Studio
AR 487 Design Studio 4A: Comprehensive Design
AR 491 Design Studio 5A: Contemporary Topics
AR 489 Design Studio 4B: Urbanism

EDUCATION

1996 Studies in Graduate Design
The Architectural Association School of Architecture, London, England
1995 Bachelor of Architecture
New School of Architecture
1991-1992 General Education and Studies in Environmental Design
San Diego State University, San Diego, CA

TEACHING AND ACADEMIC SERVICE

2003-Present Woodbury University School of Architecture, Los Angeles, CA
Instructor in Architecture, School of Architecture

PROFESSIONAL PRACTICE AND SERVICE

2000-Present Generica arquitectura, Principal

HECTOR M. PEREZ

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 183	Design Studio 1B: Natural Tendencies
AR 280	Design studio 2B: Site Orders
AR 166	Intro. to Southern California Architecture
AR 114	Design Communication 1
AR 384	Design Studio 3B: Structure, Systems, Space, and Form

EDUCATION

1999	Master of Science in Architecture Studies Mass. Inst. of Tech. - MIT, Cambridge, MA
1987	Bachelor of Architecture California Polytechnic State University, San Luis Obispo, CA
1986-1987	Upper Division Architectural Design Studies California State University, Florence, Italy

TEACHING AND ACADEMIC SERVICE

1999-2006	Woodbury University, San Diego, CA Design studio and seminar instructor
1998	Mass. Inst. of Tech. - MIT, Cambridge, MA Graduate Studio Teaching Assistant
1994- 1997	Southern California Institute of Architecture, (SCI-Arc), Los Angeles, CA Adjunct Faculty
1994-1996	New School of Architecture (NSA), San Diego, CA Adjunct Faculty
1995-1996	Inst. Tec. Estudios Superiores (ITESM), Monterrey, MEX Annual Design Workshop
1995	California Polytechnic State University, San Luis Obispo, CA Visiting Fellows Program

PROFESSIONAL SERVICE

1999-Present	De-Arc, La Jolla, CA, Principal
1997- 2005	RNT / TLMS / LUCEet Studio / De-Freitas Studio / Spurlock Poirier LS; Design Consultant.
1993-1997	Oficina de Arquitectura (OdA), San Diego, CA. Partner with Teddy Cruz
1992-1993	Taller de Enrique Norten y Asociados (TEN), Mexico City, MEX. Project Designer

AWARDS AND HONORS

2006	AIA Santa Barbara Honor Award - Isla Vista Elementary School. Graphics (RNT)
2006	AIA Ventura Honor Award - Thurgood Marshall Elementary School, Graphics (RNT)
2004	Honor Award, AIA San Diego, Torrey Pines High School, Presentation & Graphics (RNT)
2004	Honor Award, AIA SD, Anza Borrego Comfort Stations, Presentation & Graphics (RNT)
2002	Design Award, AIA SD, Comm. College, Teleconference Ctr., Presentation & Graphics (RNT)
2001	Award of Excellence, AIACC, Scripps Ranch Comm. Ctr., Presentation & Graphics (RNT)
2001	Citation Award for Outstanding Contribution in Design, American Institute of Architects, San Diego Chapter, Desert House (un-built project Design with RNT)
2001	Citation Award for Outstanding Contribution in Design, American Institute of Architects, San Diego Chapter, Rubalcaba-Klink Residence (OdA)
1999	MIT Council For The Arts Travel Grant to Chile-Massachusetts Institute of Technology
1997-1999	Graduate School of Architecture Fellowship-Massachusetts Institute of Technology
1995	Citation Award for Outstanding Contribution in Design, American Institute of Architects, San Diego Chapter, Rubalcaba-Klink Residence (un-built project / OdA)
1994	Honor Award, AIA, San Diego, Las Gradadas Residence (OdA)
1986	Progressive Architecture Honor Award, Home Sweet Home, Presentation & Graphics (PAPA)

PUBLISHED WORK

2006	"FrameWorks: Art Spilling into the Public Sphere," <i>SDMA Quarterly</i> , June, pg. 11
2003	"Fugitive Sites," In-SITE 2000-01 Catalog, pg. 220-224
2001	"Space Where there was none," <i>The San Diego Union</i> , Aug. 12, pg. I-17
2001	"Say it with Design," <i>The San Diego Union</i> , Jan. 25, Visual Arts pg. 35
2000	"Connie and Gil, an American Story", Concept, Layout & Illustration of Limited Edition Book
1999	"Remote Collaborative Design," <i>The Lisbon Charrette</i> , pg. 166-177
1997	"Taller LA/LA - Latino America / Los Angeles," <i>LA CAJA de Arquitectura</i> , July, pg. 22-25
1997	"LA/LA + DF/LA," Southern California Institute of Architecture Publication, November
1996	"Residencia Rubalcaba-Klink," <i>CASAS Internacional</i> , August, pg. 6-9
1996	"Casa Las Gradadas," <i>CASAS Internacional</i> , August, pg. 10-13
1996	"Site Seeing: Architectural Mappings," <i>The Art Scene</i> , June, pg. 13
1994	"Tijuana House Wins Top Prize in Architecture," <i>The San Diego Union</i> , June 26, pg. B1-2
1993	"Enrique Norten: 'Z' House," Project 1993 <i>Global Architecture</i> (GA) Houses #37

THEODORE PORUSH

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 326 Structures 1
AR 327 Structures 2

EDUCATION

1951 Bachelor of Engineering, Civil Engineering
Massachusetts Institute of Technology

REGISTRATION

CE, State of California #13899
SE, State of California #1589

TEACHING AND ACADEMIC SERVICE

1991-Present Woodbury University School of Architecture, Los Angeles, CA
Adjunct Professor, School of Architecture

PROFESSIONAL PRACTICE AND SERVICE

1972-Present Porush Structural Engineers, Partner
1965-1972 C.F. Braun Company, engineer
1954-1965 Henry Layne Structural Engineer, engineer
1951-1954 US Army, Corporal

PROFESSIONAL MEMBERSHIP

Structural Engineers of South California Consulting Structural Engineers Society

CHRISTOPHER PUZIO

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 3734 FE Studio

EDUCATION

2005-Present Master of Architecture
University of Washington

TEACHING AND ACADEMIC SERVICE

2006 Woodbury University School of Architecture, San Diego, CA
Instructor in FE Studio, School of Architecture

UNIVERSITY SERVICE

University of South Florida,
Lecture, Constellation of Elements
Cranbrook Academy of Art,
Architecture Department
Lawrence Technological University
Architecture Department
Woodbury University,
School of Architecture

PROFESSIONAL PRACTICE AND SERVICE

2003-Present Spacecraft, San Diego, California, Founding partner
2000-2002 M1, Detroit, Michigan, Partner/ Collaborator

AWARDS AND HONORS

2005 AIASD Honor Award, Extraordinary Desserts
2002 Cranbrook Academy of Art Merit and Research Grant

PUBLISHED WORKS OR REVIEWS

2003 306090, Teaching + Building, Princeton Architectural Press

LECTURES AND EXHIBITIONS

2006 Constellation of Elements, University of South Florida
2004 Literary Print in the 21st Century, traveling group exhibition
2003 Hale 9: Philosophy in Chemistry, University of Karlsruhe
2003 Design Show, Detroit Artist Market, group show
2002 Daimler Chrysler Artist Collection, Recent Acquisitions

PHILIP RA

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 489 Design Studio 4B: Urbanism

EDUCATION

Master of Architecture
Harvard University
Bachelors of Architecture
University of southern California

REGISTRATION

In progress Completed all NCARB examinations and currently in process

TEACHING AND ACADEMIC SERVICE

2007 Woodbury University School of Architecture, Los Angeles, CA
Studio instructor
Guest Critic at Sci-Arc Studio Reviews
Guest Critic at Boston Architectural Center

PROFESSIONAL PRACTICE AND SERVICE

Current Mentoring interns and younger colleagues at Yazdani Studio and Cannon Design
1995 Habitat for Humanity

AWARDS AND HONORS

2 next LA aia Awards with Yazdani Studio,
RIBA Sustainable City Design Competition, finalist with Iliaria Mazzoleni
Armenian Genocide Memorial Competition, second place with Alek Zarifian
Design Award for Metals in Architecture, first place
AIA school medal
Tau Sigma Delta Honor Society
AIA Foundation Scholastic Award
Gin Wong Scholarship
AIA scholarship

PUBLISHED WORK

LA Architect, Armenian local News, Harvard Graduate School of Design Studio Works

PROFESSIONAL MEMBERSHIP

Harvard club of New York City

ANDY RALPH

ADJUNCT FACULTY

CURRENT COURSE(S) TAUGHT

AR 3734 FE Studio

EDUCATION

2004 Bachelor of Arts
Point Loma Nazarene University, San Diego, CA

TEACHING AND ACADEMIC SERVICE

2006-Present Woodbury University, San Diego, CA
Studio Instructor

PROFESSIONAL PRACTICE AND SERVICE

2004-Present Spacecraft – San Diego, CA
Assist design and build Spacecraft Studio & current projects

2000-2004 Point Loma University, San Diego, CA
Art Department Shop Supervisor

2000-2003 David Zapf Gallery, San Diego, CA
Gallery Perpetrator

AWARDS AND HONORS

2004 Sculpture Department Scholarship

2003 Art Department Scholarship

EXHIBITIONS

2006 Apparently Useless, solo exhibition, WA

2004 Recent Sculpture, solo exhibition, San Diego, CA

2001 Three, group exhibition, San Diego, CA

RAMON RAMIREZ

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 114 Design Communications 1

EDUCATION

1993 Bachelor of Architecture
University of California at Berkeley
1997 Master of Architecture
University of California at Berkeley

ACADEMIC AND PROFESSIONAL SERVICE

2002-Present Academic Service
Adjunct Faculty- School of Architecture
Woodbury University, Burbank CA
2000-Present Adjunct Faculty- Dept. of Architecture
East Los Angeles College, Monterey Park CA
1994-1996 Graduate Student Instructor- Dept. of Architecture
University of California at Berkeley

PROFESSIONAL SERVICE

2001-Present Ramon Ramirez Design Studio, Pico Rivera, CA
1998-2001 Osborn Architects, Glendale, CA
1997-1998 Barrio Planners Incorporated, Los Angeles, CA
1995-1997 Fernau and Hartman Architects, Berkeley, CA

AWARDS AND HONORS

2007 Maxine Frankel award, Woodbury University
2004 Certificate of Recognition, Latino Art Museum,
Pomona, CA

PUBLISHED WORK

2007 "Triumph Of Our Communities": Artist and Arts Organizations
Bilingual Press at Arizona State University
2006 Caras Vemos, Corazones No Sabemos
Institute for Latino Studies at The University of Notre Dame
2004 "Chicano Art for Our Millennium": Collected Works from the Arizona State University Community
Bilingual Press at Arizona State University
2002 "Contemporary Chicano Art": Artists, Works, Culture and Education
Bilingual Press at Arizona State University

Y. JEANA RENGER

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 383 Design Studio 3A: House and Housing

EDUCATION

2002 Master of Architecture
University of Florida, Gainesville, Florida
1995 Bachelor of Science in Architecture
University of Virginia, Charlottesville, Virginia

REGISTRATION

1989 State of California No. C-29512

TEACHING AND ACADEMIC SERVICE

2006 Woodbury University School of Architecture, San Diego, CA
Adjunct faculty, School of Architecture
2006-Present Southwestern College
Adjunct Faculty
2006-Present New School of Architecture and Design
Second Year Adjunct Faculty

PROFESSIONAL PRACTICE AND SERVICE

2005-Present 3 Point Architecture, Inc. President, September
2005 Adefice. Project Manager
2004 Studio E Architect,; Project Architect. Housing : Homesafe, San Jose, Transitional housing for battered women and children. 9th and F Housing, Catholic Charities housing, Fahrenheit.
Nadel Architects; Designer, Consultant
2001 McGraw, Baldwin Architects, Job captain. Master Planning; IDEC Pharmaceutical Master Plan Development, Regional Technology Park Study. Civic Institution: Georgia Cole Library Exterior Upgrade, College/ Rolando Branch Library Grossmont Community Medical Library. Commercial Shell: Nokia Product Creation Center, Alexandria Real Estate Science Park Slough Estates, Inc., Lots 9 & 10.
1998 HMC Group, Project Coordinator
1997 Design Collective, Inc. Jr. Designer

AWARDS AND HONORS

1991-1994 Dean's List
National Golden Key Scholarship Award

EXHIBITIONS

2006, Apr La Mesa Future Design Symposium
Guest Speaker along with Eric Naslund, Avid Marshall, and Bret Hulitt

TODD RINEHART

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 383 House and Housing
AR 448 Professional Practice 2
AR 492 Degree Project

EDUCATION

1989 Bachelor of Architecture
Montana State University

TEACHING AND ACADEMIC SERVICE

1999-2007 Woodbury University, San Diego, CA
Adjunct Faculty
2007 Mesa College, San Diego, CA
Instructor
2006-2007 Mesa College, San Diego, CA
Academic Advisory Board
2006 Montana State University
Visiting Scholars Studio
2002 Arizona State University
Visiting Professor

PROFESSIONAL PRACTICE AND SERVICE

2000-2007 Rinehart Herbst
2000-2001 Rob Wellington Quigley
1991-1996 Rob Wellington Quigley

AWARDS AND HONORS

Welton Residence, Palo Alto CA
2007 Honor Award, Concrete Masonry Association of California and Nevada
2006 Honor Award, AIA East Bay Exceptional Residential Design Awards
Strawberry Stand Wetland Learning Center, San Dieguito River Park
2005 Honor Award, AIA San Diego Chapter Design Awards
2005 Winner: Small Projects 2005: The Architects' Journal
2004 William Tumbull Environmental Education Grant, AIACC
Birdrock Residence, La Jolla CA
1999 Merit Award, AIA San Diego Chapter Design Awards

PUBLISHED WORK

2007, Apr *Design for Living Magazine*
2006 ExRes: AIA East Bay Chapter Gallery, Oakland CA
2005 arcCA 05.4
2005, Jan *Architects' Journal* #3 Volume 221, January 27
2005, Mar *POAR Magazine*
2004, Aug *c3Korea Magazine*, #240
2000, Apr SD Home, April 27

LECTURES AND EXHIBITIONS

2005 Flaneur Voyeur: VozAlta Project, San Diego CA
AJ Small Projects Exhibition, RIBA London UK
Architecture Centre, Essex UK
100% Design Interiors Exhibit @ Earl's Court, London UK
2003 Six San Diego Houses, AIA National Convention
2002 Forma: Origin, Cova Gallery at Arts College International, San Diego

NICHOLAS ROBERTS

Professor

CURRENT COURSE(S) TAUGHT

AR 448 Professional Practice 2
AR 243 Materials & Methods

EDUCATION

1974 Diploma, Architectural Association
London, England
1973 Master of Architecture
Trinity College, Cambridge, England
1969 Bachelor of Architecture
Trinity College, Cambridge, England

REGISTRATION

1980 Architect in the State of California
1976 Architect in United Kingdom

TEACHING AND ACADEMIC SERVICES

2006-7 Woodbury University Academic Senate: Member
2005-7 Woodbury University WASC Reaccreditation Committee: Member,
2003-6 Woodbury University Faculty Development Committee: Convenor,

PROFESSIONAL PRACTICE AND SERVICE

2007 ACSA National Conference: Session Chair
2006 ACSA West Conference: Conference Co-Chair
2005-2006 Faith and Form, Board Member,
2001-2002 Brentwood Community Council, Board Member,
2000-2002 AIA Los Angeles, Board Member and Treasurer
1999-2000 AIA Los Angeles, Design Awards Committee, Co-chair
1998-1999 AIA Los Angeles, Design Awards Committee, Member

AWARDS AND HONORS

2007 ACSA Service Award,
2000 American Institute of Architects, Los Angeles Chapter: Project of the Year Award: Cathedral of Our
Lady of the Angels

PUBLISHED WRITINGS

2005 "Infiltrating the Edge: An Encounter with the Peripherique," Proceedings, ACSA
Southeast Conference
2004 *Places of Worship*, John Wiley and Sons, June.,
2003 "Design as Materials Research: Building a Cathedral to last 500 years," *arg*,
vol. 7, nos. ¾,
2003 "Nurturing the Hypothesis: A Degree Project that really works," Proceedings,
ACSA SE Regional Conference, Tampa FL,
2002 Proceedings, ACSA Western Regional Conference, San Luis Obispo,
2001 Faith and Form, *Journal of the Interfaith Forum on Religion, Art and
Architecture*, Vol.
XXXIV, No. 4
1997 Proceedings, ACSA Western Regional Conference, Los Angeles
1997 Proceedings, ACSA Northeastern Regional Conference, Newport RI,
1990, Feb Metropolitan Home, New York, "Buckner-Roberts Residence, Malibu"
1972, Jun *Architectural Design Magazine*, London, "Peterchurch, the
Development of a Rural Community"

PROFESSIONAL MEMBERSHIP

Association of Collegiate Schools of Architecture
American Institute of Architects

RALPH J. ROESLING, FAIA

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 182 Design Studio 1A: Principles and Processes, Bodies and Objects
AR 183 Design Studio 1B: Natural Tendencies
AR 281 Design Studio 2A: Program and Space

EDUCATION

1976 Graduate Studies
Arizona State University, Tempe, Arizona
1976 Bachelor of Architecture
Arizona State University, Tempe, Arizona

REGISTRATION

1980 State of California No. C-10987

TEACHING AND ACADEMIC SERVICE

2007-Present Woodbury University School of Architecture, San Diego, CA
Studio instructor
1993 - 1998 Newschool of Architects, San Diego, CA
Professor
1997-1998 Kansas State University School of Architecture
Visiting Lecturer
1987-1994 Newschool of Architecture, San Diego, CA
Department Chair; Architectural Design
1988-1990 Newschool of Architecture, San Diego, CA
Associate Professor
1983-1988 Newschool of Architecture, San Diego, CA
Instructor

PROFESSIONAL PRACTICE AND SERVICE

1980-Present Roesling Nakamura Architects, Inc., San Diego, CA.; Principal, RNP
1978-1980 Innis-Tennebaum Architects, Inc., San Diego, CA; Associate
1977-1978 Purcell & Rule Architects, San Diego, CA
1976-1977 SGPA Planning & Architecture, San Diego, CA
1976 Arizona State University, Tempe, AZ; Summer Research Assistant in Solar Technology
1973-1974 Wilson Jones & Associates, Scottsdale, AZ

AWARDS AND HONORS

1998 Elected to the College of Fellows of the American Institute of Architects
1997 California Preservation Award for Greater Mid-City Historic Preservation Strategy
1997 Orchid Award for Greater Mid-City Historic Preservation Strategy
1996 AIA Merit Award, for Greater Mid-City Historic Preservation Strategy
1996 National AIA / NCMA Award of Excellence, San Diego High School
1995 AIA Citation of Recognition, El Cajon Boulevard Urban Design Study
1995 AIA Citation of Recognition, San Diego High School
1993 APA Planning Award, Market Street Urban Design Study
1993 AIA Citation of Recognition, San Diego High School. (Un-built Category)
1992 Home of the Year, San Diego Home and Garden, Zvail Residence
1991 Home of the Year, San Diego Home and Garden, Powers Residence
1991 AIA Citation of Recognition, East West Design Complex, San Diego
1989 AIA Citation of Recognition, Navy "Gatehouse", Imperial Beach
1989 AIA Honor Award, "Meisel Residence", San Diego
1989 AIA Honor Award, "Cabin Retreat", Cuyamaca Mountains
1986 AIA Merit Award, "Words & Music" Bookstore, San Diego
1986 Orchid Award, "Words & Music" Bookstore, San Diego
1st Prize (with Kotaro Nakamura), International Furniture Competition, French Ministry of Culture
6th Place, Seattle Housing Competition
Finalist, Chandler Civic Center Competition
Finalist, Phoenix Natural History Museum Competition
Honorable Mention, Patterns for Head Start Competition
Honorable Mention (with Lisa Gelfand), The Brick Pit Competition, Australia

PUBLISHED WRITINGS

1993 *Architecture California*, October 1993 Issue, "Making Architecture"
Cartouche, "UCSD Bannister Patient Family Housing"
Cartouche, Volume 21 "Interview with Manuel Rosen" and "Interview with Jorge Ozorno, Dean of Universidad Iberoamericana"
Cartouche, Volume 18 "The Architect and the House"

"Oz", Volume 12, *Journal of the College of Architecture & Design*, Kansas State University,
"Connections"
Cartouche, Volume 15 "Café Society" Words & Music Bookstore
Cartouche, Volume 13 "Navy Gatehouse, Order and Chaos"
1986 *Cartouche*, "East-West Building"

LECTURES AND EXHIBITIONS

1998 Objective in Practice, Lecture Series, Kansas State University
1998 Recent Work, Lecture Series, Newschool of Architecture
1992 Partners in Design, San Diego Friends of Architecture
1988- 1992 Faculty Exhibits, Newschool of Architecture
1991 Formation: Resist-Ant, Kansas State University
1990 College of Architecture Exhibition: Resist-Ant, Kansas State University
1990 Environmental Design Exhibition, San Diego State University
1988 The California Condition:, Lecture Series, Arizona State University
1987 International Gallery, 10 San Diego Architects, San Diego, California
1986 Westweek Design Exhibition, Pacific Design center, Los Angeles, California
1986 Japan, Lecture Series, Newschool of Architecture (with Rob Quigley)
1985 Source of Inspiration, CCAIA Monterey Design Conference
1985 International Furniture Design Competition, Louvre, Paris
1985 The California Condition, Musashino Art University, Tokyo, Japan
1985 What is San Diego Architecture, AIA Lecture Series, San Diego Chapter
1984-1985 Monterey Design Conference Speakers Exhibition
1984 Secrets, CCAIA Monterey Design Conference

PROFESSIONAL MEMBERSHIP

1998-present American Institute of Architects, Fellow
1991-present San Diego Chapter American Institute of Architectures Foundation, Board Member
1984-present Association of Collegiate Schools of Architecture, Member
1980-present American Institute of Architectures, Member

ALAN ROSENBLUM

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 268 World Architecture 2
AR 366 Contemporary Issues: Practice and Theory

EDUCATION

1994 Master of Architecture
University of California, San Diego
1991 Bachelor of Architecture
Universidad Ricardo Palma, Lima, Peru

TEACHING AND ACADEMIC SERVICE

1999-Present Woodbury University School of Architecture, Los Angeles, CA
Lecturer, School of Architecture
1999, Summer Southern California Institute of Architecture, Los Angeles, CA
One week workshop on photo-construction techniques
1996-Present Sherman School, San Diego, CA
Developing and teaching basic environmental design
1993 UCSD School of Architecture, San Diego, CA
Teaching Assistant, for "Modern Architecture" course
1991-1992 Univeridad Ricardo Palma, Lima, Peru
Lecturer, Design Instructor

PROFESSIONAL PRACTICE AND SERVICE

1998-Present M.W. Steele Group Inc., La Jolla, architect
1997-1998 Howard Anderson and Associates, Architects, Del Mar, CA, architect
1996 Gryphon Software Corp., San Diego, CA, digital artist
1991-1992 Juvenal Baracco & Associates, Lima, Peru, architect
JECY, S.A. Architectural Lighting (HALO representatives), Lima, Peru, architect and consultant
CAMBIUM Latin American Inst. For R & D of Timer Construction, Lima, Peru, architect

AWARDS AND HONORS

1995 Award of Excellence, UCSD Linguistics and Language Department
1991 First Prize, Private competition for a monument: "Feria Internacional del Pacifico"
1983 Third Prize, Photography contest, "Foto-Cine Club Peruano"

PUBLISHED WORK

1992, Jun Projects published in *PROA* #411 p. 26, Bogota, Colombia
1992, Mar Projects published in *El Comercio*, Lima, Peru
1992, Mar Projects published in *El Peruano*, Lima, Peru

STEVEN ROSENSTEIN

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 269 Object Marketing

EDUCATION

2001 Bachelor of Architecture
Woodbury University

TEACHING AND ACADEMIC SERVICE

2004-Present Woodbury University, San Diego, CA
Studio instructor

1998-2004 Woodbury University, San Diego, CA
Woodshop Supervisor/Woodshop Manager as a student

PROFESSIONAL PRACTICE AND SERVICE

1999, 2001-2004 Public Art & Architecture, San Diego, CA
Student Intern/ Architecture Intern/Project Manager

1998-2004 Woodbury University, San Diego, CA
Woodshop Supervisor/Manager

1996-1998 B.E.C. Custom Carpentry

1995-1996 Ideas & Imagination, Mission Viejo, CA

1991-1995 B.E.C. Custom Carpentry

AWARDS AND HONORS

AIAS Treasurer

Founder Woodbury Student Government San Diego

Winner AIA Alpha Ro Chi Medal

Certificate of Leadership and Service Woodbury University

Graduate Magna Cum Laude

PUBLISHED WORK

Photographs and digital work published in *Dwell Magazine*, *Architecture Record*, and *Architecture Magazine*

SHEILA M ROWLEY

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 383 Design Studio 3A: House and Housing

EDUCATION

1986 Master of Architecture
University of Florida, Gainesville, Florida
1983 Bachelor of Science in Architecture
University of Virginia, Charlottesville, Virginia

REGISTRATION

1989 State of Florida No. AR 12786

TEACHING AND ACADEMIC SERVICE

2007-Present Woodbury University School of Architecture, San Diego, CA
Adjunct professor

PROFESSIONAL PRACTICE AND SERVICE

2005-Present Carrier Johnson, San Diego, CA. Associate in a corporate practice registered for the practice of Architecture primarily in California.
1993-2005 Morris Architects, Orlando, FL. Associate Principal in a corporate practice registered for the practice of Architecture across the United States with offices also in Houston, Texas, and Santa Monica, California.
1989-1993 Fugleberg Koch Architects, Winter Park, FL; Project Architect.
1986-1989 H Patterson Fletcher, Architect P.A., Bradenton, FL; Intern Architect; Project Architect.

REBECCA RUDOLPH

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 182 Design Studio 1A : Principles and Processes, Bodies and Objects

EDUCATION

2000 Master of Architecture
Southern California Institute of Architecture, Best Thesis Award
Pre-diploma exchange
The Bartlett, University College London
1996 Licence in Philosophy and Master of Philosophy, with Honors
University of Paris VIII
Parisian Center for Critical Studies
University of California, Los Angeles and San Diego

REGISTRATION

2004 California License No. 29756

PROFESSIONAL PRACTICE

As a founding partner of the design/build company
Business/Project Manager and Architect has petitions.
2001-2004 Osborn Architects. Project Designer
2001 Michael Maltzan Architecture Junior Designer
2000 Techentin Projects. Junior Designer
1999 Alsop & Stormer. Research and Graphics for a book on C-Plex arts complex, funded through the
National Lottery of Great Britain
1997 COR-TEX, Neil M. Denari. Research and Photography for the book 'Gyroscopic Horizons', published by
Princeton Architectural Press

AWARDS AND HONORS

2006 AIA Small Project Award Jury Commendation [Hi-Lo Home Office]
2000 SCI-Arc Best Thesis
1999 AIA National Scholarship

PUBLISHED WORK

2006 'Bohemian Modern Living in Silverlake', Barbara Bestor

LECTURES AND EXHIBITIONS

1999, Dec International Biennale art+film.graz
1998, Dec International Festival for Architecture in Video, Florence, Italy
1998, Dec Architectures in Digital Media, Centro per l'Arte Contemporanea Luigi Pecci, Prato, Italy
1998, Aug Transarchitectures 02, AedesGallery, Berlin, Germany

PROFESSIONAL MEMBERSHIP

LLOYD J RUSSELL AIA

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 530 Business Planning: Theory and Practice 1
AR 531 Business Planning: Theory and Practice 2
AR 580 Case Study Studio
AR 590 Thesis Project Development Studio

EDUCATION

1991 Bachelor of Architecture
California Polytechnic State University, San Luis Obispo, CA
University of Copenhagen, School of Architecture and Design

REGISTRATION

1997 State of California No. c-26780

TEACHING AND ACADEMIC SERVICE

2003-Present Woodbury University School of Architecture
Studio and instructor and lecturer, Undergrad & M.Arch.RED programs
New School of Architecture
Adjunct Faculty

PROFESSIONAL PRACTICE AND SERVICE

1992-Present Smith and Others, San Diego, CA. Associate

AWARDS AND HONORS

2003 Livable Places, Innovations in Community Design and Housing Competition, Winner,
With McCormick and Smith & Others.
1998 Award of Merit, A.I.A./San Diego Chapter, The Merrimac Building
1997 Citation, A.I.A./San Diego Chapter, The Merrimac Building (Unbuilt)
1997, Jan Citation, Progressive Architecture Awards, *Architecture Magazine*.
1996 C.C.D.C. little Italy Housing Demonstration Block, Winner, With Ted Smith, Rob Quigley, Jonathan
Segal, Jim Brown, Robin Brisebois, Kathleen McCormick and Spurlock/Poirier
1995 3-rd Place, KOMA International Competition, With Ted Smith, Kathleen McCormick
1994 Finalist, 1st Interstate Housing Competition, South Central L.A., With Ted Smith, Kathleen McCormick

PUBLISHED WRITINGS

2003, Apr "Young and Restless in San Diego," *Metropolis*
2000, Oct "The Anti-Condo," *Dwell*, pp. 52-59
1999, Nov "Living in the City," *Architecture*, pp. 106-111
1999, Feb "Thinking Big in San Diego's Little Italy," *New York Times*, Real Estate Sect., p. Y37.

EXHIBITIONS

2000 Exhibition, Living in Context: Archetypical Urban Housing for the 21st Century, The University Art
Gallery, UCSD, January 28-March 18

LINDA C. SAMUELS, RA

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 281 Design Studio 2A: Program and Space

EDUCATION

In progress PhD Program in Urban Planning
University of California Los Angeles
2004-2006 Master of Research/PhD Programme in Humanities and Cultural Studies
The London Consortium
1992 Master of Architecture
Princeton University
1990 Bachelor of Design in Architecture
University of Florida

REGISTRATION

1996 Registered Architect, State of North Carolina
1996 NCARB Certificate

TEACHING AND ACADEMIC SERVICE

2007-Present Woodbury University School of Architecture, Los Angeles, CA
Design Studio Instructor
2002-2007 University of North Carolina at Charlotte
Assistant Professor of Architecture, tenure track position
1998-2002 University of North Carolina at Charlotte
Visiting Assistant Professor of Architecture
1997 North Carolina State University, Raleigh, NC
Adjunct Faculty
1996-1997 Meredith College, Raleigh, NC
Adjunct Faculty

UNIVERSITY SERVICE

2006-7, 2002-3 Faculty Search Committee, UNCC
2005-2007 Curriculum Committee, Chair. UNCC
2005-2007 University Development initiative (UDi) Faculty Advisor, UNCC
1998-2007 Darkroom Director, UNCC
2002-2003 Freshman Admissions Committee, UNCC.
1998-2001 ACSA Faculty Councilor, UNCC
1999-2001 Freshman Admissions Committee, UNCC.
2001, 1999 Film Series, Faculty Advisor, UNCC.
2003-2004, 2001 Cross-section student magazine, Faculty Advisor, UNCC.

NATIONAL SERVICE

2003-2006 ACSA Southeast Regional Director
1999-2001 ACSA Southeast Regional Conference, Co-chair, HOMELANDS, UNCC

COMMUNITY SERVICE

2006 Girls on the Run, Assistant Coach
2003 Artworks945, Pinhole photography workshop
2000-2001 The Light Factory, Education committee

AWARDS AND HONORS

2007 University of North Carolina, Chancellor's Diversity Fund Grant, \$4,950.00
2006 National ACSA Service Award
2003-2004 University of North Carolina, Junior Faculty Research Grant, \$5,750.00
2003 National ACSA Creative Achievement Award
2003 pamphlet 25, honorable mention, Roadwork.
2002 ACSA Southeast Region Collaboration Grant, \$800.00
2001 Graham Foundation for Advanced Studies in the Fine Arts, \$10,000.00
2001 UNCC Curriculum and Instructional Development (CID) Grant, \$5,100.00
2001 ACSA Southwest Regional Pedagogy Award, \$2,500.00
2001 LEF Foundation, \$9,200.00
2000 The Light Factory Member's Exhibition, Best of Show Award.
1998-2000 Artsposure Millennium Project Grant, \$6,000.00.
1995, 1997 Annual North Carolina Photographer's Exhibit, Award of Merit
1994-1995 City of Raleigh Arts Commission, A.J. Fletcher Emerging Artist Grant. \$1,000.00

PUBLISHED WORK OR REVIEWS

2006 *The Journal of Architecture*, vol. 11 no 3. UK book review, Proceed and Be Bold: Rural Studio after Samuel Mockbee
2005 *Journal of Architectural Education*, February 2005. vol. 58 issue 3. book review, Samuel Mockbee and

- the Rural Studio: Community Architecture.
- 2004 *Pinhole Journal*, Contemporary Images 13, December 2004. volume 20 #3. Sphinx, Las Vegas
- 2004 ACSA National Conference Proceedings. Archipelagos, Outposts of the Americas.
Pictorial Planes - Defining Photocollography, collaboration with Pamela Unwin-Barkley
- 2003 *Remaking Worlds*, 306090_04, publication of emerging architects, designers, and scholars.
- 2003 ACSA National Conference Proceedings. Recalibrating Centers and Margins.
The Mobile Studio: Alternative Pedagogical Models and an Attempt to Discover a New Reality.
- 2001 *Journal of Architectural Education*, May 2001. vol. 54 issue 4. 47frames, Design as Research.
- 2001 ACSA International Conference Proceedings. Oriental, Occidental: Geography, Identity, Space.
The Space of Being Separate, origins & evolution of Jewish space.
- 1999 ACSA International Conference Proceedings. La Citta Nuova. Urban Artifacts and the Collective
Memory, the Postcard as a Memory Palace.

LECTURES

- 2006 University of Houston, 85.MLK.80.10: the road as public space and the work of the second Mobile
Studio
- 2004 Illinois Institute of Technology, Symposium: Thinking & Doing, The Role of Design/Build Studios in
Architectural Education.
- 2003 Graham Foundation for Advanced Studies in the Fine Arts, A Cropped & Reassembled World, On The
Road with the Mobile Studio
- 2003 AIAS FORUM: City Reborn. Presentation of work from The Mobile Studio.
- 2002 Women in Architecture: AIA Charlotte, On the Road with The Mobile Studio.

MARCOS SANCHEZ

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 268 World Architecture 2

EDUCATION

In Progress Doctor of Philosophy in Architecture,
University of California, Los Angeles

1999 Master of Architecture
Princeton University

1987 Bachelor of Arts in Architecture
University of California, Berkeley

TEACHING AND ACADEMIC SERVICE

2007 Woodbury University School of Architecture, Los Angeles, CA
Lecturer

2000-2006 Southern California Institute of Architecture, Los Angeles, CA
Visiting Professor, History, Theory, and Humanities program.
University of California, Los Angeles, CA
Teaching Associate/Teaching Assistant for Theories of Architecture; History of Modern Architecture

1997-2000 Princeton University, School of Architecture, Los Angeles, CA
Preceptor to Professor, History of Architectural Theory/ Intro to Architectural Theories and Practices
Research Assistant

1989-1991 University of California, Berkeley, CA
Research Assistant

UNIVERSITY SERVICE (JURIES)

Center for Research in Computing and the Arts, University of California, San Diego
Graduate School of Architecture, Planning and Preservation, Columbia University
Barnard and Columbia Colleges, Program in Architecture
Parsons School of Design, The New School
Pratt Institute, Undergraduate Architecture Program
Southern California Institute of Architecture (SCI-Arc)
University of California, Los Angeles

PROFESSIONAL PRACTICE AND SERVICE

2003-Present International House of Architecture (Los Angeles), project designer

1996-2000 Ralph Lerner Architect (Princeton), project designer

1994-1995 Michael Graves and Associates (Princeton & New York), selection and preparation of drawings

AWARDS AND HONORS

2006 Co-Production Residency, Banff New Media Institute, Banff Centre for the Arts, Alberta, Canada

2004 Film Study Center Fellowship, Harvard University

2003-2004 Research Mentorship Award, University of California, Los Angeles

2002 Welton Beckett Award, University of California, Los Angeles

2001 Summer Research Mentorship Award, University of California, Los Angeles

2000-2002 Eugene Cota-Robles Award, University of California, Los Angeles

1999 Charles N. Hanna and Margaret T. Hanna Award, Princeton University.

1998 AIA/AAF Scholarship for Professional Degree Candidates

1997 Charles N. Hanna and Margaret T. Hanna Award, Princeton University.
Howard T. Behrman Fellowship, Princeton University

1996 Charles N. Hanna and Margaret T. Hanna Award, Princeton University.
Princeton University Fellowship

PUBLISHED WRITINGS

In Progress "Inversion Layer", a research and design project for Los Angeles in Informal Architectures, forthcoming from the Banff New Media Institute

2006, April "Off Track," a project for Seagram Plaza, presented at the Banff New Media Institute, Banff, Alberta

2005 "Environment" essay contributed to Crib Sheets: Notes on Contemporary Architectural Conversation, Sylvia Lavin, ed.

2004, October "Recent Design and Research Projects in Los Angeles," paper and presentation of recent collaborative work at Informal Architectures: A Symposium on Contemporary Art, Architecture, and Spatial Culture, The Banff Centre, Banff, Alberta

2003, October "Laboratory and Studio: A Brief Genealogy of Design Research and Production," Paper presented at UCLA/Berlage Institute Symposium, Department of Architecture and Urban Design, UCLA

2003, Mar "Fair Weather Forecast: Recalling Environmental Design," paper presented at Modern Architecture:

- 2002, May Dead or Alive Critical Studies Colloquium, Department of Architecture and Urban Design, UCLA
"Intermission: Disturbances of the Postwar," paper presented at Postwar Operations Critical Studies Graduate Student Conference, Department of Architecture and Urban Design, UCLA
- 1999, Feb "Capitalist Tool: A proposal for the New York Stock Exchange," Princeton M.Arch. Thesis (adviser Elisabeth Diller)
- 1992, May "Telling the Abandoned Woman: Regulating the Body in Naturalism and Storyville" UC Berkeley M.A. English Thesis (Readers Professors J. Bishop, M. Breitweiser, C. Gallagher)

EXHIBITIONS

- 2003, Mar "LA LA LA," multimedia installation displaying materials from private film and video archive, Pacific Design Center, Los Angeles
- 2002, May "intermission," video installation of materials from the UCLA Film and Television Archive, UCLA Perloff Gallery. Co-Exhibitor with Mark Wasiuta
- 2000, May Exhibition design for the Canadian Center for Architecture Cities Competition, at the CCA, Montreal, Canada

DAVID SCHAFFER

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 183 Design Studio 1B: Natural Tendencies
AR 492 Degree Project
AR 560 Ethics

EDUCATION

2000 Bachelor of Architecture
University of Arizona
1994-1995 Architectural Education
San Diego Mesa College

TEACHING AND ACADEMIC SERVICE

2006-2007 Woodbury University School of Architecture, San Diego, CA
Design studio and seminar instructor, Undergraduate & MArchRED programs

PROFESSIONAL PRACTICE AND SERVICE

2000-Present Studio E Architects
Postgraduate Architectural Design
2000-2002 LUCE et Studio
Postgraduate Architectural Design
2000-Present Ifitsaperfectday
Independent Design Build
1999 LUCE et Studio
Third Year Architectural Internship
1999 Studio E Architects
Third Year Architectural Internship
1997 James Crone and Assoc
Second Year Architectural Internship

AWARDS AND HONORS

2002 Best Commercial Design for 2002 AIA San Diego. Burton Associates (w/ LUCE et Studio)
Grand Prize for newitalianblood Virtual Museum Competition. Arsemos (w/ o.p.e.r.a.)
Honorable Mention for Archinect Communication Booth Design Competition. Negotiations (o.p.e.r.a.)

ORAPUN (IM) SCHAFER

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 182 Design Studio 1A: Principles & Processes
AR 280 Design Studio 2B: Site Orders
AR 281 Design Studio 2A: Program and Space

EDUCATION

2003 Bachelor of Architecture
 University of Arizona, College of Architecture, Planning, and Landscape Architecture
2001 Denmark International Study, Architecture and Design program
 University of Copenhagen

TEACHING AND ACADEMIC SERVICE

2006 Woodbury University School of Architecture, San Diego, CA
 Design Studio Instructor

PROFESSIONAL PRACTICE AND SERVICE

2003-Present Rob Wellington Quigley FAIA, San Diego, CA
2004-Present Centre City Advisory Committee, San Diego, CA; member and Design Committee Vice-Chairperson
2002, May-Aug Studio E Architects, San Diego, CA
2001, Jun-Aug LUCE et Studio, San Diego, CA
2000, Jun-Aug Design LAB, Bangkok, Thailand

JONATHAN SEGAL FAIA

Adjunct Faculty,

CURRENT COURSE(S) TAUGHT

AR 590 Degree Project

EDUCATION

1975-1984 Bachelors of Architecture, with honors
University of Idaho, Moscow, ID & University of Southern California

REGISTRATION

State of California No. C-9228

TEACHING AND ACADEMIC SERVICE

2005-Present Woodbury University School of Architecture, San Diego, CA; Co-Director/instructor, MArchRED Prgr.
Cal Poly Pomona, Pomona & San Luis Obispo
Louisiana State University Architectural School, Baton Rouge, LA
New School of Architecture, Los Angeles, CA, Visiting Teacher/ Design Professor
North Carolina State University, Raleigh, NC
North County Chapter American Institute of Architects
UCSD Development and Architecture Graduate Studies, San Diego, CA
University of Arizona, Tucson, AZ
University of Idaho, Moscow, ID

PROFESSIONAL PRACTICE AND SERVICE

1988-Present Jman Development Companies, San Diego, CA; Senior Partner and Designer.
1986-1988 Antoine Predock Architect/ CLEO Arch., San Diego, CA; Designer and Project Manager.
1984-1986 Homer Delawie FAIA Architects, San Diego, CA; Designer and Project Manager.
1982-1983 Coy Howard and Associates, Venice, CA; Intern Architect
1981-1982 Charles Kober and Associates, Los Angeles, CA; Intern Architect

AWARDS AND HONORS

2004 California AIA Merit Award. The Titan.
AIA Honor Awards for Housing (PIA) for National American Institute. Only individual in the country to
win three awards. The State.
AIA Honor Awards for Housing (PIA) for National American Institute. The Titan.
AIA Honor Awards for Housing (PIA) for National American Institute. The Prospect.
National Rising Star Award for *Residential Architect Magazine*
Residential Architect Magazine Grand Award for urban multi-family housing. The Titan.
Residential Architect Magazine Merit Award for production urban housing. The State.
PCBC Gold Nugget Award for urban housing. The Prospect.
PCBC Gold Nugget Award for multi-family urban housing. The Titan.
Builder Magazine Award, The Titan.

2003 Overall Favorite Architect 7 of 4 for San Diego Home and Gardens Survey. FAIA Award for National
American Institute of Architects College of Fellows. FAIA Youngest architect in the history of San Diego
to win this award.

2002 PCBC Gold Nugget Award. The State.
PCBC Gold Nugget Award for The Waterfront Lofts. Award for adaptive use.
PCBC Gold Nugget Award for The Waterfront Lofts. Award for mixed use.
San Diego AIA Honor Award for best mixed use. The State.

2001 "One of four Architects in the History of San Diego that has made a difference" for S. D. Union Tribune.
2001 "40 under forty, San Diego's Outstanding Leaders" for Metropolitan Magazine
2000 "50 people to watch for the next Millenium" for San Diego Magazine
1999 San Diego Chapter AIA Honor Award. Citation The Waterfront. Orchids and Onions Awards. Orchid
Kottner Row. East Village Association EVA Award. Beautification of the East Village Moto Villas.
California Council AIA "SEVEN". Selected as one of the seven architects to represent the "Emerging
Talent in the State of California"

1998 PCBC Gold Nugget Award for Best of the West Kettner Row. California Council AIA Honor
Award.Kettner Row.

1997 San Diego Chapter AIA Honor Award. Kettner Row.
1995 Ruocco Award. Innovation in the arts and architecture. San Diego Chapter AIA Honor Award for
Brickyard. Alonzo Award

1993 & 1992 California Council AIA Urban Design Honor Award. 7 on Kettner.
1992 Orchid and Onions: Orchid Seed Award for Broadway and Palomar Shopping Center.
1991 San Diego Chapter AIA Honor Award. 7 on Kettner. San Diego Chapter AIA Citation Award. Columbia
and Sir Lofts. Downtown Improvement Award for Harbor View Community.
1990 Orchid and Onions: Orchid. 7on Kettner.
1986 San Diego Chapter AIA Citation Award. Normal Height Rebuilding Plan.

PUBLISHED WRITINGS

- 2004 *Architecture Magazine*, October 2004 Issue, The New Entrepreneurs
Residential Architecture Magazine, June 2004 Issue, Rising Star
Residential Architecture Magazine, June 2004 Issue, Residential Architecture National Awards
Metropolis Magazine, December 2004 Issue
San Diego Tribune, June 2004 Issue, Gold Nugget Awards, San Diego Gold
San Diego Tribune, March 2004 Issue, Preeminent Downtown Architect
Riviera Magazine, October 2004 Issue
- 2003 *Architecture Magazine*, January 2003, the State
San Diego Tribune, May 18, 2003 Issue, Fellows
San Diego Home and Garden, May 2003 Issue, San Diego Architecture
- 2002 *Modernism Magazine*, Spring 2003 Issue, The State
San Diego Tribune, July 2002 Issue, Urban Pioneers
Coastal Living, August 2002 Issue, Waterfront Revival
San Diego Magazine, January 2002 Issue, In their own words
San Diego Magazine, August 2002 Issue, AIA Awards
- 2001 *San Diego Tribune* May 2001 Issue, 4 who have made a difference
San Diego Magazine, November 2001 Issue, Live and Let Live
San Diego Reader, November 2001 Issue, Condos invade Little Italy
San Diego Reader, October 2001 Issue, San Diego's Best, Big Shot Best
- 2000 *Oregon!* January 2000 Issue, San Diego to Portland size does matter
- 1999 *New York Times*, January 1999 Issue, San Diego Housing
San Diego Tribune, April 1999 Issue, The Young and the Restless
San Diego Tribune, January 1999 Issue, Segal's Young Vision
San Diego Tribune, January 1999 Issue, Jonathan Segal What's Up
San Diego Tribune, February 1999 Issue, Italian Renaissance
San Diego Magazine, September 1999 Issue, Thanks for saving the Waterfront
San Diego Magazine, November 1999 Issue, Orchids and Onions
- 1998 *Architecture Magazine*, March 1998 Issue, Little Italy Redevelopment
San Diego Tribune, August 1998 Issue, Spirit of Place
DTown Magazine, October 1998 Issue, Downtown Architect
San Diego Metropolitan Magazine, March 1998 Issue, Not Just Filling In
- 1996 *San Diego Home and Garden*, January 1996 Issue, Living Downtown
- 1995 *San Diego Business Journal*, October 1995 Issue, Jonathan Segal Profile
- 1994 *San Diego Tribune*, January 1994 Issue, Big City Life With Suburban Amenities
San Diego Tribune, January, Wunderkind, Love of City Life Produces Award Winning Quick Sellers
San Diego Metropolitan Magazine, October 1994 Issue, See How Jonathan Builds
Urban Land Institute Magazine, April 1994 Issue, Brickyard, Bite-Sized Financing
- 1993 *Architecture Magazine*, January 1993 Issue, Right Side of the Tracks
San Diego Tribune, March 1993 Issue, Homes/Industrial Art
- 1992 *Los Angeles Times*, November 1992 Issue, Architecture, Place to Call Home Downtown
Professional Builder Magazine, February 1992 Issue, Seven Townhomes Set In Triangle by Trains and Trolleys
- 1991 *San Diego Tribune*, March 1991 Issue, Orchids and Onions Awards
San Diego Architect, October 1991 Issue, Architect As Master Builder
- 1990 *San Diego Home and Garden*, August 1990 Issue, Going Home, Jonathan and Wendy Segal
- Downtown *San Diego Business Journal*, September 1990 Issue, Downtown Redevelopment
- 1989 *Los Angeles Times*, September 1989 Issue, Transplanting Rowhouses
Ranch and Coast Magazine, March 1989 Issue, Downtown San Diego

LECTURES

- Dallas Area Rapid Transit Authority (DART) and Dallas Chamber of Commerce
Idaho Chapter of the AIA; Reinvention; Rail-Volution; Portland and Los Angeles
- 2004 National AIA Convention
- 2003 National AIA Convention
Monterrey Design Conference
- 2001 National AIA Convention
- 1999 Monterrey Design Conference

PROFESSIONAL MEMBERSHIP

- 1984-Present American Institute of Architects, Member / Fellow (since 2003)

GERALD A. SELAH, A.I.A

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 267 World Architecture 1
AR 268 World Architecture 2
AR 425 Environmental Systems
AR 464 Systems Integration

EDUCATION

1979 Masters of Architecture
University of Nebraska, Lincoln, Nebraska
1969 Bachelor of Science, Construction Technology
Purdue University, Lafayette, Indiana
1967 Associate in Applied Science, Architectural Construction Technology
Purdue University, Lafayette, Indiana

TEACHING AND ACADEMIC SERVICE

1998-Present Woodbury University School of Architecture, San Diego, CA
Lecturer and seminar instructor
1987-Present Southwestern College, Chula Vista, CA
Adjunct Faculty Department of Architecture Division of Business and Technical Studies. Instructor for
Second Year Design Studios, Graphic Design, Office Practice, and Independent Study.

PROFESSIONAL PRACTICE AND SERVICE

1989-Present Selah Architecture, San Diego, CA
Principal/Owner
1995-1997 City of Chula Vista, California
ADA Coordinator
1987-1989 Schoell/Paul, INC., San Diego, CA
Project Architect
1985-1987 Deems/Lewis Partners, San Diego, CA
Project Manager
1983-1985 Stichler Design Group, San Diego, CA
Project Coordinator
1979-1981 Tucker, Sadler & Associates, A.I.A., San Diego, CA
Project Captain
1974-1976 Burnham & Hammond Architects, Schamburg, Illinois
Assistant Project Manager
1970-1974 U.S. Navy, Norfolk, Virginia
Lead Draftsman and Designer

AWARDS AND HONORS

1996-1997 Adjunct Faculty Award for Teaching Excellence
Award Merit (Outstanding Leadership, BSA)
Silver Beaver Award (Outstanding Leadership/Service In Scouting, BSA)
1996 Who's Who Among Teachers
1990 AIA Honor Award, San Diego Convention Center, San Diego, Ca
1990 Orchard Award, San Diego AIA, San Diego Convention Center

PUBLISHED WRITINGS

"Findley House" & College of Architecture Competition Critique, *Architecture Nebraska*, Vol. 2.
University of Nebraska.

PROFESSIONAL MEMBERSHIP

American Institute of Architects
Eagle Scout Association- Boy Scouts of America
BEEP Program (Built Environment Educational Program) with the San Diego Unified School District

ARI SELIGMANN

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 448 Professional Practice 2- Research and Pre-design

EDUCATION

2007 Doctor of Philosophy in Architecture
University of California at Los Angeles, Los Angeles, California

1998 Master of Science, Architecture History
University of California at Berkeley, Berkeley, California

1996 Bachelor of Architecture
Rice University, Houston, Texas

1994 Bachelor of Arts
Rice University, Houston, Texas

REGISTRATION

In progress ARE in progress in California

TEACHING AND ACADEMIC SERVICE

2007-Present Woodbury University, School of Architecture, Los Angeles, CA
Seminar instructor

2005 UCLA Department of Architecture and Urban Design, Los Angeles, CA
AUD 103, Jumpstart- Introduction to Design Studio

2005 UCLA Department of Architecture and Urban Design, Los Angeles, CA
AUD 98t, Re-conceptualizing Global Architecture

1998-2000 University of California at Berkeley School of Architecture, Berkeley, CA
100B, Undergraduate design studio, visiting lecturer
Teaching Assistant/Associate:

2007 UCLA Department of Architecture and Urban Design, Los Angeles, CA
AUD 10B, History of Architecture and Urban Design: Prehistory to Mannerism

2004 UCLA Department of Architecture and Urban Design, Los Angeles, CA
AUD 194a, History of Architecture and Urban Design: Prehistory to Mannerism

2003 UCLA Department of Architecture and Urban Design, Los Angeles, CA
AUD 291, The Program in Theory and Practice

2002 UCLA Department of Architecture and Urban Design, Los Angeles, CA
AUD 411, 1st year Graduate design studio

1997 University of California at Berkeley School of Architecture, Berkeley, CA
100B, Undergraduate design studio

UNIVERSITY SERVICE

2003-2004 Co-organizer of the 2004 UCLA Critical Studies in Architectural Culture Conference

2001-2004 Student Representative on the UCLA School of Art and Architecture Faculty Executive Committee

2003 Co-organizer of an UCLA AUD Graduate Student lecture and event series for Spring 2003

2001-2002 Co-organizer of the "Postwar Operations" UCLA Graduate Student Symposium

1996-1997 Co-organizer of College of Environmental Design lecture series, UC Berkeley

PROFESSIONAL PRACTICE AND SERVICE

2001-Present REdesignS Los Angeles, CA
residential and graphic designs

1999-2001 Trachtenberg Architects Berkeley, CA
Commercial and residential projects

1998-1999 Del Campo & Maru Architects San Francisco, CA
Principal designer Napa Valley Symphony; Co-founder of the Small Projects studio

1998 Philip Banta and Associates Emeryville, CA
Worked on construction documentation for residential projects and some furniture design

1997 Itsuko Hasegawa Atelier Tokyo, Japan
Designed and organized an international exhibition

1996 Jackson, Ryan, and Associates Houston, TX
variety of projects

1994-1995 Itsuko Hasegawa Atelier Tokyo, Japan
variety of projects

AWARDS AND HONORS

2006 UCLA Dissertation Year Fellowship

2006 UCLA Center for Japanese Studies Kawahara Fellowship

2005 Japan Foundation Doctoral Fellowship

2005 University of California Pacific Rim Research Grant

2004 UCLA Quality Graduate Education Summer Doctoral Research Fellowship

2004 UCLA Quality Graduate Education Research Travel Fellowship

- 2004 UCLA Collegium of University Teaching Fellows Fellowship
- 2004 UCLA Summer Research Mentorship
- 2003 Graham Foundation Grant for "Research: Architecture's Media, Messages, Modes" Conference and Exhibition
- 1997 Humanities Graduate Research Grant, UC Berkeley
- 1994 M.N. Davidson Fellowship, Rice University

PUBLISHED WRITINGS

- 2007, Sep "Crafting a Modern World: The Architecture and Design of Antonin and Noémi Raymond -exhibition review." In *Journal of the Society of Architectural Historians*, 66, no.3
- 2007, Sep "Skin + Bones: Parallel Practices in Fashion and Architecture -exhibition review." In *Journal of Architectural Education*, 61, no.1: 106-7.
- 2006 "Kumamoto's Artpolis: Mediating Globalization with Architectural Publicity." In *Reassessing East Asia in Light of Urban and Architectural History*, Proceedings I., I-609-618. Kyoto: Executive Committee of the International Conference on East Asian Architectural Culture
- 2006 "Architectural Publicity: Kumamoto Artpolis Alternatives to Emulating 'Bilbao Effects'." In *Summaries of Technical Papers of Annual Meeting Architectural Institute of Japan, History and Theory of Architecture*, 667-68. Tokyo: Architectural Institute of Japan
- 2005 "Style." In *Crib Sheets*, Notes on the Contemporary Architectural Conversation, edited by Sylvia Lavin and Helene Furjan, 87-88. New York: Monacelli Press
- 1998 "Ishimoto Kikuji and the Shirokiya Department Store: Forging a Modern Japanese Architecture." Masters Thesis, University of California, Berkeley

LECTURES

- 2008 ACSA Conference, Panel Chair- "Branding and the Built Environment" (upcoming)
- 2007 AHRA Architecture Urbanism and Curatorship- "Curating Contemporary Architecture: Touring the Bilbao Guggenheim and the Seattle Central Library"
- 2007 SAH Conference, Marketing Modernism Session- "Promotional Consideration: Seattle Central Library"
- 2006 International Conference on East Asian Architectural Culture- "Kumamoto's Artpolis: Mediating Globalization with Architectural Publicity"
- 2006 Architectural Institute of Japan- "Architectural Publicity: Kumamoto Artpolis Alternatives to Emulating 'Bilbao Effects'"
- 2006 Tokyo University- "Mediating Globalization with Architectural Publicity: Public Architecture Programs in Bilbao, Seattle, and Kumamoto" & "Japanese Public Architecture Programs in the 1990s"
- 2005 Savannah Symposium: Architecture and Regionalism- "Exemplifying Regional Enterprise: Kumamoto Artpolis"
- 2004 UCLA Research: Architecture's Media, Messages and Modes- "Opening Salvo"
- 2003 UCLA Research Design Pedagogy Symposium- "research design research..."
- 1998 Harvard Center for Japanese Studies- "Ishimoto Kikuji and the Shirokiya Department Store: Forging Modern Architecture"
- 1997 Berkeley Symposium- Chair for "Abstract Techniques and Colluding Narrations" panel

PROFESSIONAL MEMBERSHIP

- 2006 Architectural Institute of Japan
- 2007 Society of Architectural Historians

RICHARD SELTZER

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR281 Design Studio 2A: Program and Space

EDUCATION

1986 Bachelor of Arts in Architecture Program
SCI-Arc, Southern California Institute of Architecture, Santa Monica
1985 Sud California Instituto De'Architettura, Lugano, Italy
1973 Industrial Arts Program
San Francisco State University, San Francisco

REGISTRATION

California Certified Interior Designer C.I.D. #4458
General Contractor License #B557216

TEACHING AND ACADEMIC SERVICE

2006-Present Woodbury University School of Architecture, Los Angeles, CA
Design Studio Instructor

UNIVERSITY SERVICE

A frequent guest critic at the Southern California Institute of Architecture, UCLA, the Art Center College of Design, and the Interior Architecture program at Woodbury University

AWARDS AND HONORS

2007 CA Boom 4 Architecture & Design Tour recent project selected for prestigious architecture tour
1999 Scholarship: The Corning Museum of Glass, NY, to study glass sculpture techniques at the Museum's Studio
1997 Scholarship: The Corning Museum of Glass, NY, to study glass sculpture techniques at the Museum's Studio
1997 National Award: "Best Use of Form" – Plaster Manufacturer's Association

PUBLISHED WORK

2007, Summer *L.A. Times* – Feature article Home section
2007 *Land & Living* Editorial review of recent project
2007 *Curbed L.A.* – Editorial review of recent project
2007, Nov HGTV – Features, recently completed Sheller-Borunda residence with architect and client
1981 *San Diego Tribune* – Editorial profile of my Jacuzzi business
1977 *Perspectives Magazine* – Editorial profile of my design and build practice
1976 *Bay Views Magazine* – Editorial profile of my design and build practice
1975 *Marin Sun* – Editorial profile of my design and build practice

PROFESSIONAL MEMBERSHIP

A.I.A. Allied Member
SCI-Arc Alumni Association

MOHAMED SHARIF

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 366 Cotemporary Issues
AR 489 Design Studio 4B: Urbanism
AR 491 Design Studio 5A: Contemporary Topics

EDUCATION

1994 Master of Science in Advanced Architectural Studies, highest pass
Scott Sutherland School of Architecture, The Robert Gordon University, Aberdeen, Scotland, UK
1994 Postgraduate Diploma in Advanced Architectural Studies, highest pass, with RIBA Part II exemption
Scott Sutherland School of Architecture, The Robert Gordon University, Aberdeen, Scotland, UK
1993 Bachelor of Science in Architecture, with honors, high pass, with RIBA Part I exemption
Scott Sutherland School of Architecture, The Robert Gordon University, Aberdeen, Scotland, UK

REGISTRATION

In progress Registered Architect licensure in progress, passed 4 examinations

TEACHING AND ACADEMIC SERVICE

2006 Woodbury University School of Architecture, Los Angeles, CA
Design Studio and Seminar Instructor
2003-2004 California State Polytechnic University, Pomona, CA
Assistant Professor, undergraduate and graduate programs
2003, summer Extended University: California State Polytechnic University, Pomona, CA
P/t lecturer, studio instructor
2001-2003 California State Polytechnic University, Pomona, CA
P/T lecturer
1996-1997 Scott Sutherland School of Architecture, The Robert Gordon University, Aberdeen, Scotland, UK
F/T lecturer and studio instructor
1995 Scott Sutherland School of Architecture, The Robert Gordon University, Aberdeen, Scotland, UK
F/T lecturer and studio instructor
1994 Scott Sutherland School of Architecture, The Robert Gordon University, Aberdeen, Scotland, UK
P/T lecturer, studio instructor

PROFESSIONAL PRACTICE AND SERVICE

2005-Present Koning Eisenberg Architecture, Santa Monica, CA
Associate/Senior Designer
2000-2005 10east, Redlands, CA
Private practice
1997-2000 SmithGroup, Santa Monica, CA
Project Designer
1997 Steven Ehrlich Architects, Santa Monica, CA
Designer
1995-1997 (Workshop) architecture + design, Aberdeen, Scotland, UK
Private Practice
1991-1992 Schwartz/Silver Architects, Boston, MA
Intern

PUBLISHED WRITINGS

2005, Oct "Ebb and Flow," *LA Architect*
2003, Oct "One Ground" in *306090:5, Teaching & Building*, Princeton Architectural Press, New York, NY
2003, Sep Zaha Hadid/Recent Work, co-editor for CD Rom publication (Planet Architecture; in-d publications)
2003, Apr *Architectural Research Quarterly (arq)*, Vol. 7/1, Cambridge University Press, England, UK: review of "Surface Architecture" by David Leatherbarrow and Mohsen Mostafavi
2002, Oct ACADIA 2002: panel paper review published in conference proceedings
2002, Jun *Architectural Research Quarterly (arq)*, Vol. 6/1, Cambridge University Press, England, UK: ("Against Continental Drift"; a survey of recent projects by Bolles + Wilson Arkitektur Buro
2001, Sep *Architectural Research Quarterly (arq)*, Vol. 5/3, Cambridge University Press, England, UK: "Figuring Ground," notes on recent work of the Office of Zaha Hadid
1994-1997 Co-Editor, Alt'ing (*The Scottish Journal of Architectural Research*)
1993, Nov Undergraduate dissertation: "On Venturi and Scott Brown" retained in the permanent collection of the RIBA Library

PUBLISHED WORK OR REVIEWS

2005, Mar *LA Architect*, residential project in Venice, CA
2005, Jan *LA Architect*, Design Awards Issue
2004, Mar *Dwell Magazine*, article on interiors project, Venice, CA
2004, Feb *Blueprint Magazine, Photo Finish* by Andrew Wagner, an article on the role of Photoshop© in design,

with two citations of project by 10east
 2004, Jan *LA Architect*, Design Awards Issue
 2003, Sep *arc CA 03.3*, ESRI Café
 2003, Aug *ICON* (AIA: Inland Chapter monthly newsletter), article by James Horecka on AIA/IC 2002 award winning collaborative project (ESRI Campus Pavilion)
 2000, Jun *Variety Magazine*, "Funkiness, Oddities Spice up Office Life," coverage of a project in an article on recent creative office interiors
 1999, Jun *LIMN Magazine of International Design* (issue No. 4), coverage of competition winning project

AWARDS AND HONORS

2005, Jun AIA/Los Angeles, Excellence in Restaurant Design Award: ESRI Campus Pavilion, Redlands, CA
 2004, Nov AIA/Los Angeles, Honor Award: ESRI Campus Pavilion, Redlands, CA
 2003, Nov AIA/Los Angeles, Citation for interiors project, Venice, CA
 2002 Dec AIA/Inland Chapter: Honor Award: ESRI Campus Pavilion, Redlands, CA
 2000, Oct AIA/Los Angeles, Citation for Special Exhibits Gallery at the Aquarium of the Pacific, Long Beach, CA
 1999, Sep Boston Society of Architects, Unbuilt Architecture Awards: Honorable mention for competition entry
 1999, Mar Urban Design: Ideas Competition for the Downtown Arts District, Los Angeles, CA, shared First Prize
 1995, Jan European 4 (Constructing the Town Upon the Town), semi-finalist in pan-European housing competition
 1994, Jun James B Johnston Diploma Year Prize, graduate design portfolio exhibited at the Edinburgh Gallery of the Royal Institute of Architects in Scotland
 1993, Nov Recipient of the Royal Institute of British Architects Dissertation Certificate and Butterworth-Heinemann Travel Bursary for undergraduate dissertation entitled "on Venturi and Scott Brown."
 Professional membership
 2005 Los Angeles Forum for Architecture and Urban Design, Board of Directors member
 2004-2005 AIA/Los Angeles Design Awards Committee, co-chair/member

LECTURES

2002, Nov Recent Work, at California State Polytechnic University, Pomona, CA
 2002, Oct ACADIA 2002, "Theory/Methods" panel moderator

KOJE F. SHORAKA

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 326 Structures 1

AR 327 Structures 2

EDUCATION

1970 M.S. in Structural Engineering
Michigan State University

REGISTRATION

Professional Engineer in the States of California & Arizona

TEACHING AND ACADEMIC SERVICE

1986-Present Woodbury University, Los Angeles, CA
Lecturer

PROFESSIONAL PRACTICE AND SERVICE

1988-Present Scotsman Building West

Manager, Design and Engineering

1983-1988 Radco/Avalon

Manager, Engineering Services leading the design & Drafting Group.

1982-1983 Consulting Structural Engineer

1979-1982 Albert C. Martin & Associates, Los Angeles

1980-1981 Ralph M. Parsons Company, Pasadena

Senior Structural Engineer

PROFESSIONAL MEMBERSHIP

American Society of Civil Engineers

American Concrete Institute

Association for Women in Architecture & Related Fields

PETER SIMMONDS

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 464 Systems Integration

EDUCATION

1989 Doctor of Philosophy
TU Delft

1983 Master of Science
HIT Den Bosch

1977 Bachelor of Science, Research and Development
Reading College of Technology

1977 Bachelor of Science, Mechanical Engineering
Reading College of Technology

TEACHING AND ACADEMIC SERVICE

2006-Present Woodbury University School of Architecture
Seminar Instructor
Southern California Institute for Architecture

PROFESSIONAL PRACTICE

IBE Consulting Engineers

AWARDS AND HONORS

SHRAE Fellow
1989 Carter Bronze Medal

PUBLISHED WRITINGS

1993, Apr "Lager elekticiteitsverbruik met ljsbufferprioriteitensystem", *Koude Magazine*

1994, Jun "Intelligent Building Design," *Engineered Systems*

1994, Sep "Dry Coolers Boost Performance," *Engineered Systems*

1993 "Thermal Comfort and Optimal Energy Use" *ASHRAE Transactions*, V99 pt.1.

1993, Jan/ Feb "Thermal Storage in the Netherlands," *Engineered Systems*

1993 "A Storage Priority Control for Thermal Storage Systems," *Building Services Research and Technology*, V.14 nr.2 CIBSE, London

1992 "A comparison of Four European Heat Loss Calculation Methods," *Building Services and Research Technology* V.13 nr.2 CIBSE, London

1992, July/ Aug "Going Dutch", *Engineered Systems*

1992, Jan "Going Dutch", *CIBSE Journal*

1991 "The Utilization of Optimization of a Buildings Thermal Inertia in Minimizing the Overall Energy Use," *ASHRAE Transactions*, V97, pt. 2

LECTURES AND PRESENTATIONS

2003 Sep Can the PPD/ PMV be used to control the indoor environment? ASHRAE/ CIBSE conference Edinburg

2003 Sep Using the PMV to control the indoor environment. ASHRAE/ CIBSE conference, Edinburg

1993 Sep Terugwinning van statidche druk: just of unjust? Klimaatbeheersing (TVVL)

2005 How to Design Building and HVAC Systems based on Standard 55-2004 ASHRAE Winter Meeting Orlando

2004 Controlling the Design of a 430 ft Tall Atrium in a Modern Los Angeles Building ASHRAE Winter Meeting Anaheim

2003 Applied Radiant Cooling ASHRAE Winter meeting Anaheim

2002 Adaptive Thermal Comfort Conditions for Naturally Ventilated Classroom ASHRAE Annual meeting Honolulu

2002 Smoke Control Projects in Bangkok, Hong Kong and Warsaw ASHRAE Winter meeting, Atlantic City

2000 Reorganizing a Building BMS system to Operate Under Real Time Pricing ASHRAE Winter Meeting, Dallas

2000 Using Radiant cooled floors to condition Large Spaces and Maintain Comfort Conditions ASHRAE.

1999 Energy Efficient Design Concepts of the Second Bangkok International Airport Carrier Global Engineering Conference. Orlando, Florida

1999 Kuhlkonzeption am Biespiel Flughafen Bangkok 21st International Velta Congress. St. Christoph, Austria

1998 Environmentally Responsible Design for an Emerging and Growing Oriental Market. ASHRAE Winter Meeting, San Francisco

1994 Experiences with Naturally Ventilated Atria summer meeting, Orlando

1994 Control Strategies for a Combined Heating and Cooling Systems CIBSE National Conference, Brighton

1994 A Comparison of Storage Priority, Chiller Priority and Conventional Chiller Systems ASHRAE Winter meeting, New Orleans

1994 Radiant Heating and Cooling Systems ASHRAE summer meeting, Orlando

- 1994 A Comparison for Energy Consumption for Storage Priority and Chiller Priority for Ice Based Thermal Storage Systems CIBSE National Conference, Brighton, England
- 1994 Regelungsstrategien fur Kombinierte Fussbodenheizung and Khulung 16th International Velta Congress, St. Christoph, Austria
- 1993, Feb ASHRAE Building Design Technology and Occupant Well-Being in Temperate Climates, Brussels, Belgium
- 1993, Feb Designing Comfortable Office Climates ASHRAE, Building Design Occupant Well-Being in Temperate Climates, Brussels, Belgium
- 1993 Dynamic Comfort Control CIBSE National Conference, Manchester, England.
- 1992 The Design Stimulation and Operation of a Comfortable indoor Climate for a Standard Office ASRAHE/DOE/ BTEC conference, Clearwater Beach, Florida
- 1991 A Buildings Thermal Inertia CIBSE National Conference Canterbury, England

PROFESSIONAL MEMBERSHIP

ASHRAE American Society of Heating Refrigerating and Air Conditioning Engineers.
Dutch Society of Building Services Engineers (T.V.V.L.)

PAULETTE SINGLEY

Professor, Head of Theory and History Program

CURRENT COURSE(S) TAUGHT

AR 267	World Architecture 1
AR 268	World Architecture 2
AR 366	Contemporary Issues
AR 375	Urban Environment: Rome/Paris
AR 472.7	Urban Theory: Rome
AR 472.7	Mini Studio
AR 475	Summer Studio: Rome/Berlin
AR 487	Design Studio 4A: Contemporary Topics
AR 491	Design Studio 5A: Contemporary Topics

EDUCATION

1998	Doctor of Philosophy, Architectural History & Theory Princeton University
1989	Master of Architecture, Architectural History Cornell University
1985	Bachelor of Architecture University of Southern California

UNIVERSITY SERVICE

Co-Chair, Western ACSA Conference
Convener of Committee to develop Graduate Program in Architecture
Woodbury Faculty Search Committee for Art Historian
Woodbury University Personnel Committee
Woodbury University Faculty Senate: Secretary
Woodbury Faculty Search Committee for Architecture Faculty member
Participant, UCLA Ph.D. student symposium
Woodbury University Faculty Development Committee
Reviewed paper for ACSA International Conference in Cuba
Moderator, ACSA History/Theory session in Baltimore, MD

PROFESSIONAL PRACTICE AND SERVICE

Tour leader, AIA National Convention of Architecture, Brentwood & Beverly Hills, CA
History Channel: Future City Competition w/ Office of Mobile Design

AWARDS AND HONORS

2007	Service Award From The ACSA in nor of co-chairing at the ACSA conference
2006	Infinity Design Excellence Award, Office of Mobile Design, "City of the Future Competition"/History Channel
2005	Woodbury University Faculty Development Grant, to attend conference in England
2004	AIA/LA awarded the Los Angeles Forum for Architecture and Urban Design its "Educator of the Year" award while Dr. Singley served on the Board in the capacity of secretary.
2004	National Endowment for the Humanities (N.E.H.) grant to attend seminar in Rome
2002	Woodbury University Faculty Development Grant for publication of <i>Eating: Architecture</i> .
2000, Nov	Graham Foundation for Advanced Studies in Fine Arts, support for publication of <i>Eating Architecture</i> .
2000	Miller Faculty Fellowship for "Interdisciplinary Urban Studio in Los Angeles"
2000	Iowa State University Humanities Summer Salary Grant, to cover research expenses in Rome.
1998	Faculty Award for Extraordinary Performance, College of Design, Iowa State University.
1996	Honorable Mention, AIA teaching award for "Literary Itineraries: Tours and Detours of Rome". Iowa State University, IDRO Mini-grant to cover expenses in preparation for larger, external grant application. Samuel H. Kress Traveling Fellowship for Extended Dissertation Research in Venice, Italy Richmond Harold Shreve Thesis Prize for Picturesque Associations in the Urban Architecture of Robert and James Adam; Cornell University, Ithaca, New York

PUBLISHED WRITINGS

2006	"Fascism Under Erasure: A proposal for Via dei Fori Imeriali" <i>Log</i> , Vol.8, summer 2006
2005	"Interview", Fung & Blatt: Series of Contemporary Architects Studio Report in the United States (China Architecture and Building Press)
2004	"Dirty Real L.A." <i>Forum Annual 2004</i> (Los Angeles: Los Angeles Forum for Architecture & Urban Design)
2004	<i>Eating Architecture</i> , co-editor and co-author of "Introduction" with Jamie Horowitz; author of essay titled "Hard to Swallow" (Cambridge, MA:MIT Press).
2003	"Delineating the City" <i>LA Architect</i> . Cityscape March/April
2002	"Los Angeles County Museum of Art, Los Angeles" <i>Lotus Navigator</i> v.5, 2002

- 2002 "LACMA on Fire: The Curator Against the City", the Los Angeles Forum for Architecture and Urban Design website (<http://www.laforum.org>), September.
- 2000 "Through the Outside-In House" *Iowa Architect* No. 00:234
- 1999 D'Annunzio, Freud, and La citta morta" *La citta nuova: Proceedings of the 1999 ACSA International Conference* (Washington, DC ACSA Press
- 1998 "Memorializing Necrophilia: D'Annunzio, Il Vittoriale, and the Third Rome", *Memory and Architecture: Proceedings of the 1998 ACSA West Central Regional Conference*, October 204 (St. Louis, MO: Washington University)
- 1998 *The Metalized Marble Body: D'Annunzio's Vittoriale and Modern Italian Architecture* (Ann Arbor: UMI Dissertation Services)

PROFESSIONAL MEMBERSHIP

The Society of Architectural Historians
Association of Collegiate Schools of Architecture
Los Angeles Forum for Architecture and Urban Design

TED SMITH, RA

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 521	Topics & Trends Real Estate Development
AR 531	Business Planning: Theory and Practice 2
AR 540	Political Environment of Development 1
AR 551	Opportunities and Partnering 2
AR 560	Ethics and Legal Issues in Real Estate 1
AR 580	Case Study Studio
AR 585	Thesis Project Research Studio
AR 590	Thesis Project Development Studio

EDUCATION

1971	Bachelor of Architecture University of Virginia
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REGISTRATION

1974	Registered Architect in the State of California
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TEACHING AND ACADEMIC SERVICE

1999-Present	Woodbury University School of Architecture, San Diego Undergrad and MArchRED instructor
1988-1995	N.S.A Faculty
1995	N.S.A Design Chair
1992	Summer Housing Seminar Harvard Graduate School of Design
1987	5-Week Guest Studio Professor University of Maryland

PROFESSIONAL PRACTICE AND SERVICE

1974-Present	Smith and Others Architects, Kathy McCormick, Ted Smith
1971-1974	Tucker, Sadler, Bennett & Associates, Project Designer

AWARDS AND HONORS

1997	<i>Progressive Architecture</i> Citation, "The Merrimac Building". Winner, Little Italy Housing Demonstration Block 3rd Place, KOMA International Competition.
1995	La Jolla Athenaeum, Architecture Exhibition, "This is not a house"
1994	Finalist, 1st Interstate Housing Competition, South Central L.A.
1992	<i>Progressive Architecture</i> New Public Realm Competition Traveling Exhibit
1989	New York Architectural League "Emerging Voice in America"
1988	Record Houses
1987	"The California Condition, a Pregnant Architecture", 12 California Architects, 87 San Diegans to Watch
1986	Record Houses
1985	Record Houses
1971	A.I.A Student Medal, University of Virginia

PUBLISHED WRITINGS

1996	"MacConnell-Lowe House" Kliczkowski Publisher, <i>Casas Internacional</i> , San Diego
1996	Construire, "Prototipo Residenziale", pp.116-117
1995	<i>L.A. Times Home Magazine</i> , "MacConnell Lowe House"
1994	"Ted Smith", Dirk Sutro; Van Nostrand Reinhold, New York, pp.130-132.; <i>West Coast Wave</i> , <i>New California Houses</i>
1993	<i>Architecture</i> , "Shared Housing, Richman Poorman", pp.56-61
1991	"The Gohomes" (Karen Frank, Sherry Ahrentzen) Van Nostrand Reinhold, New York, pp.9-10; <i>New Households New Housing</i>
1987	<i>Progressive Architecture</i> , "Affordable Housing", pp.86-91
1986	<i>Techniques & Architecture</i> , "Architecture De Bois, Architect en Liberte"
1986	<i>Metropolis</i> , "Housing for Non Nuclear Families", p.35
1985	<i>Architectural Record</i> , "Upas Street Houses", cover, pp.104-109
1984	<i>Global Architecture</i> , G.A. Houses 16, "Three San Diego Architects, Rob Quigley, Ted Smith, Tom Grondona", (A.D.A EDITA, Tokyo Co., Ltd.)
1984	<i>Arts and Architecture</i> , Vol. 3, No. 2 "Selective Guide to Significant New Places, Buildings, and Public Art
Art	in California, Victor Condo"
1983	<i>Architecture California</i> , Author "View From the Freeway", pp.28-29
1979	<i>Abitare</i> , "Un Percorso su Dieci Livelli", pp.58-63

RESEARCH

1975-Present	Developer of Housing Prototypes
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1996 10 Unit Artist Lofts in Little Italy
1991 Richman Poorman 9th Ave.
6 Unit 16 Suite Apartment Building, Redevelopment Downtown San Diego
1989 Six Share Rental House Via Aprilia
Designed for Client as variation on ownership
1987 Gone Home; 6 suite partnership house sold as normal single family residence to demonstrate
compatibility and flexibility in design.
1986 Via Esperia Go Home
6 Suite live/work partnership house
1985 Via Felino Go Home
6 Suite live/work partnership house
1984 Via Donada Go Home Addition
2 Suite addition to above house making a 6 share
1983 Via Donada Go Home
4 Suite low cost live/work partnership house
1983 Upas Street Houses
4 Single Family spec houses with loft interiors to allow for personal adaption.

GERARD SMULEVICH

Associate Professor

CURRENT COURSE(S) TAUGHT

AR 114	Design Communication 1
AR 375	Urban Environment
AR 4727	Mini Studio
AR 475	Foreign Study Studio
AR 487	Design Studio 4A: Comprehensive Design
AR 491	Design Studio 5A: Contemporary Topics

EDUCATION

1993	Master of Architecture, Second Professional Degree Program (M.Arch II) University of California, Los Angeles. UCLA Graduate School of Architecture and Urban Planning
1986	Diploma of Architect (six year professional degree program) National University of Buenos Aires, School of Architecture and Urbanism

REGISTRATION

Registered Architect, State of California

TEACHING AND ACADEMIC SERVICE

2007-Present	Woodbury University School of Architecture Full-time faculty: Design Studio instructor for Second through Fifth year design studios (Burbank and San Diego campuses); Instructor of Design Communication I (traditional drawing media); Instructor of Design Communication II (digital media); Instructor of Digital Media/ Computer Modeling and Visualization elective courses; Instructor of History/Theory elective on 20th century German Architecture; Third year design studio coordinator; Fourth/Fifth Year Vertical Topics Studio instructor Degree Project (5th year) advisor/instructor; Coordinator and Instructor of the Study Abroad Program in Barcelona, Paris and Berlin; Digital media and architectural computing coordinator.
1995-2006	Woodbury University School of Architecture & Design Full-time faculty
1995-2007	University of Southern California and at the Southern California Institute of Architecture. Adjunct faculty
1986	University of Buenos Aires, School of Architecture and Urbanism: Research and Teaching Assistant, Research Assistant with the International Council of Monuments and Sites).

AWARDS AND HONORS

2007	Seventh ACSA/AISC Student Design Competition. Awards: First, Second and Third places (last one with Julio Zavolta)
2006	Sixth ACSA/AISC Student Design Competition. Award: First Place
2005	Fifth ACSA/AISC Student Design Competition. Award: Third Place
2004	Fourth ACSA/AISC Student Design Competition.
2003	Third ACSA/AISC Student Design Competition. Awards: Third Prize + Honorable Mention
2001	Fourth International ACSA/Hollow Steel Sections Institute Design Challenge. Award: Mention.
2000	ACSA National Faculty Design Award. National Design award for distinguished faculty-led design projects.
1999	NEXT LA Award, Los Angeles Chapter of the American Institute of Architects
1999	Second International ACSA/Hollow Steel Sections Institute Design Challenge. Award for Excellence (First Place).
1994	The Bauhaus/ Weimar Revisited: International student design competition. Award: Honorable Mention
1992	Hermosa Beach Pier Design Competition. Award: Special Mention.
1996	13th Congress of Latin American Students of Architecture (ELEA XIII). Universidad Autonoma de Aguascalientes, Mexico. Special Award for: Best Lecture.

PUBLISHED WORK

2002	ACSA International Conference, Havana, Cuba. Paper accepted through peer review. 15th Congress of Latin American Students of Architecture (ELEA XV) Havana, Cuba. Speaker.
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LECTURES

2007	XXIII Congress of Latin American Students of Architecture (ELEA XXIII). Keynote speaker. ACSA National Annual Meeting, Philadelphia. Speaker.
2007	WASC Annual meeting, San Jose: Speaker on "Extreme Teaching".
2006	ACSA Western Regional Conference: Surfacing Urbanisms. Speaker.
2004	ACSA National Annual Meeting, Miami. Speaker.
2003	28th Colloquium on Film, Television and Literature, West Virginia University. Speaker. ACSA National Annual Meeting, Knoxville, Kentucky. Speaker.
2001	University of Applied Sciences, Mainz, Germany. Guest lecturer. University of Applied Sciences, Stuttgart, Germany. Speaker, Guest lecturer.
2000	ACSA National Annual Meeting, Los Angeles. Speaker. Southern College of Technology; School of Architecture/ Marietta, Georgia. Guest speaker.

- 1999 16th Congress of Latin American Students of Architecture (ELEA XVI). Panama. Speaker.
Urban Studio and Research Center-Hollywood / Woodbury University. Guest speaker.
- 1998 University of Buenos Aires, Argentina. Faculty Symposium on Digital Media. Guest speaker:
ACSA National Annual Meeting, Minneapolis. Speaker, Conference Topics Chair:
- 1997 14th Congress of Latin American Students of Architecture (ELEA XIV), Caracas. Speaker.
ACSA International Conference, Berlin. Speaker.
California Polytechnic Institute, Pomona. Guest lecturer.

JOHN SOUTHERN

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR330 Theory of Architecture
AR 383 Design Studio 3A: House and Housing
AR 384 Design Studio 3B: Structure, Systems, Space, and Form
AR 334 Urban Design Theory (Berlin)
AR 489 Design Studio 4B: Urbanism (Berlin)

EDUCATION

2002 Masters of Architecture
Sci-Arc
1997 Bachelor of Architectural Design
University of Florida

TEACHING AND ACADEMIC SERVICE

2005-Present Woodbury University School of Architecture, Los Angeles, CA
Design studio and seminar instructor

PROFESSIONAL PRACTICE AND SERVICE

Present Urban Operations, Los Angeles, CA
Director
2005-Present Board of Directors, LA Forum for Architecture and Urban Design

PUBLISHED WRITINGS

2007, May "The Evolution of Place: LA" In *Form magazine*
2003 "Anywhere Comes to Hollywood", *LA Forum Annual Reader*
Tropolism Online

VINCENT STROOP

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 383 Design Studio 3A: House and Housing

EDUCATION

1995 Bachelor of Science in Architecture, Cum Laude
Arizona State University

1987 Studies in Economics
University of Washington

TEACHING AND ACADEMIC SERVICE

2006-2007 Woodbury University School of Architecture, San Diego, CA
Design studio instructor

PROFESSIONAL PRACTICE AND SERVICE

2004-Present A2 Studios, San Diego, CA
Principal. Urban design, graphic design, travel and photography

1998-2004 Architects Hanna Cabriel Wells, San Diego, CA
Project Manager/Designer/Intern architect; residential, civic, commercial, and sustainable design

1993-1998 CCBG Architects, Inc, Phoenix, Arizona
Project Manager/Intern Architect. Residential, religious, and commercial design

1995-1998 Maricopa County, Phoenix, Arizona
Graphic Designer. Graphic communication and technical writing

1994, Summer Langdon Wilson Architecture & Planning, Phoenix, Arizona
Clinical internship. Museum, public facilities, and commercial high-rise design

1992-1993 City of Chandler—Community Development Services, Chandler, Arizona
Assistant Planner. Developing incentive programs, negotiating grant funding

PRIMITIVO SUAREZ

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 114 Design Communication 1
AR 270.7 Design Communication 3

EDUCATION

2000 Master of Fine Arts
UCLA (University of California, Los Angeles)
1998 Bachelor of Architecture
SCI-Arc (Southern California Institute of Architecture)

TEACHING AND ACADEMIC SERVICE

2004-2007 Woodbury University School of Architecture, San Diego
Digital studio instructor

PROFESSIONAL PRACTICE AND SERVICE

2003-Present RST Design/Construction, Los Angeles, CA
Partner
2001-2003 Shawn Hausman Design, Los Angeles, CA
Job Captain/ Design Consultant
1998-2001 DU Architects, Venice, CA
Job Captain
1991-1994 KLLM Architects, Chicago, IL
Draftsman

AWARDS AND HONORS

2001 Cintas Fellowship

PUBLISHED WORK OR REVIEWS

2003, Aug 29 *Los Angeles Times*, review by David Pagel
InterReview, Issue #1, review by Ginger Wolfe
2003, Oct *Artweek*, Volume 32, Issue #8, review by Shana Nys Dambrot

EXHIBITIONS

2003 Cal State LA, Two Person Show
2003 1R Gallery, Chicago, Solo Exhibition
2002 Ace Gallery, New York, Ace Invitational Group Show
2002 Tumbleweed, Victor Valley, CA
2000 Ace Gallery, Los Angeles, Solo Exhibition
2000 Blum and Poe, Los Angeles "Can" Group Show
2000 UCLA MFA Exhibition

RUEDIGER THIERHOFF

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 211 Design Communication2
AR 399.2 Real Time
AR 468 Digital Media

EDUCATION

1987-1993 Diplom Ingenieur in Architektur, a professional degree in architecture
Fachhochschule Bochum, Bochum, Germany
1984-1993 Graduate studies in Art History and Philosophy
Ruhr-Universität, Bochum, Germany

TEACHING AND ACADEMIC SERVICE

2002-2006 Woodbury University School of Architecture, San Diego, CA
Digital studio instructor
1999-Present New School of Architecture, San Diego, CA
Lecturer Beginning-, Intermediate- and advanced (3D modeling and rendering) CAD classes for graduate and undergraduate architecture students.
1995-1996 New School of Architecture, San Diego, CA
Lecturer: Beginning-, Intermediate- and advanced (3D modeling and rendering) CAD classes for graduate and undergraduate architecture students.
1995-1996 New School of Architecture, San Diego, CA
Design Studio TA
1996 New School of Architecture, San Diego, CA
Design Studio Instructor

PROFESSIONAL PRACTICE AND SERVICE

2000-Present Baustudio, San Diego, CA
Architectural consulting service providing out-of-house support for architects. Design, design development, construction documents, design and presentation drawings, shop, drawing reviews. State-of-the-art CAD workstations and printing capabilities
2000-2002 Public, San Diego, CA
Project Manager. High-end custom residential projects. Design, CDs, consultant coordination, documentation and marketing
1999 Mohseny/Gualda Architects, Encinitas, CA
Project Architect. Designed and oversaw construction of public school projects
1996-1998 C.W. Kim Architects and Planners, Inc., San Diego, CA
Designer. Worked in close cooperation with owner/design principal on a prestigious headquarters building, a large manufacturing plant and a company guesthouse
1995 Case Group Architects, San Diego, CA
Job captain. Construction documents for suburban housing developments
1994 Muller & Muller Architects, P.C. LTD., Chicago, IL
Job Captain. Responsible for coordinating and completing the working drawings for an elementary school, a subway station and a community center
1991-1993 Architekturbüro Brambring, Bottrop, Germany
Designer. Lead designer for a competition entry for an urban shopping center and apartment complex. The project was part of IBA (International Bau Ausstellung), Germany's international architecture exhibition and awarded Third Prize
1990-1991 Montan Grundstücks-Gesellschaft MGG, Essen, Germany
Intern (part-time). Survey plans of historic worker housing developments.
1991 Montan Grundstücks-Gesellschaft MGG, Essen, Germany
Assistant (full-time) to the Competition Trustee of International IBA Competitions. Checked program and code compliance; area and volume calculations.

SCOTT URIU

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 243 Materials and Methods

EDUCATION

1993 Bachelor of Architecture
California Polytechnic of Pomona, Pomona, California

1992 Diploma Unit 8
Architecture Association of London, London, England

1991 Undergraduate, Mathematics major
University of California, Davis, Davis, California

REGISTRATION

2003 State of California No. C 29372

TEACHING AND ACADEMIC SERVICE

2007-Present Woodbury University School of Architecture, Los Angeles, CA
Seminar instructor

2003 California Polytechnic of Pomona, Pomona, California, USA
Co-teacher, Third Year Design Studio with Sandra Hutchings

2002 Art Center College of Design, Pasadena, California, USA
Co-teacher, Design Studio with Mark Dillon department of Environmental Design

Professional Practice and Service

1999-PRESENT B+U, LLP, Los Angeles, CA
Principal Partner for architecture practice located in Los Angeles, CA

2000 - 2006 Kajer Architects, Inc, Pasadena, CA
Senior Project Manager / Architect

1993 - 2000 Frank Gehry and Associates, Los Angeles, CA
Intermediate Designer / Architect

AWARDS AND HONORS

2003 Pasadena Showcase House for the Arts
Design award

1992 Metal Building Association / Scholarship
Design scholarship

PUBLISHED WORK

2007 *Future #7* –reflections on B+U – interview and article

2004 *Architect* - Sonic Interventions Interview and article

2004 *Capital Magazine* – article featuring work

2004, Nov *Custom Home* - Better living--outdoors

2004 *Journal of Light Construction* - Make the backyard a part of the house

2003 *Arte Magazine* –the new museums space – interview and article

LECTURES

2004 Lecture: Electronic Space, Roy and Edna Disney Cal Arts Theater

WARREN WOLFF WAGNER, AIA

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 383 Design Studio 3A: House and Housing

EDUCATION

1988 Masters of Architecture
Graduate School of Architecture and Urban Planning, UCLA
1988 Visiting Critics Studio: Frank O. Gehry
1987 Visiting Critics Studio: Richard Meier
1981 Bachelor of Arts, Appropriate Technology
UC Santa Cruz

REGISTRATION

Registered Architect in California C-19875

TEACHING AND ACADEMIC SERVICE

2000 – Present Woodbury University School of Architecture
Design studio instructor, sustainable design component

PROFESSIONAL PRACTICE AND SERVICE

W3 Architects, inc.
Principal Architect / Owner

AWARDS AND HONORS

1994 Civic Innovations, "Public Composter" International competition with architect Petri Ilmarinen "Public Restroom Facilities," for the City of Los Angeles
1998 Poetic Space - Japan Architect Residential Competition *JA Magazine*
2001 C.O.L.A. (City of Los Angeles) Individual Design Artist Fellowship
2002, May \$10,000 award for the design and exhibition of "Cardinal Points - Prototypes for Solar Living" Exhibition/LA Design Excellence Award – Citation, McRight/Wagner Studio, Venice, California

PUBLISHED WORK

1996, Fall/Wint "Recent Projects," Jack Becker, Public Art Review
1996, Sep 19 "Public Art" (video), Life and Times, KCET Channel 28
1996, Aug 5 "Night Bright," Walter Sawicki, Los Angeles Downtown News
1996, Jul "Live from Hop Street," Bonnie Grice, KUSC Radio
2002 "C.O.L.A. 2002 - Individual Artist Fellowships", Catalog, City of Los Angeles Cultural Affairs Department
2002, Jun "The Sun Dialer", Bill Smith, *LA Weekly*, Vol. 24, No. 31
2002, Sep "High Resolution", Barbara Thornburg, *Los Angeles Times Magazine*, September 29, 2002
2004, Jan "Citation Award -2003", *LA Architect*, January/February 2004
2004, May "Ocean's Swell", Denise Abbott, *The Hollywood Reporter*, May 21, 2004
2004, Jul "The Venustas Factor", Erik Lerner, *Residential Architect Online*, July, 2004
2005, Sep "Green Living: The Case Studies", Micheal Webb, *Los Angeles Times Magazine*, September 2005
2006, Apr "Sustainable Scale", Sri Kesava, *Yogi Times*, Los Angeles issue 41, April 2006
2006, Jun "Warming Up", Allen Roberts Jr., *Los Angeles Business Journal*, June 2006
2007, Feb "Center of Attention", Melody Hanatani, *Santa Monica Daily Press*, 2/08/07
2007, Feb "Green Real Estate – Beitcher Residence" KTLA Morning News/Gale Anderson, February 26, 2007
2007, Mar "Looking Beyond Green", Morris Newman, *Los Angeles Times Home Section*, March 29, 2007
2007, Apr "Meet the Planet w/ Lex Gornik" Radio interview on the work of W3 Architects, Inc
April 24, 2007
2007, Jun "The Duplex Distinction", Morris Newman and Dale Kutzera, *Los Angeles Times Home Section*, June 21, 2007,
2007, Aug "Living with Ed" HGTV environmental reality show episode featuring the Beitcher Residence and interviews with Warren Wagner

LECTURES AND EXHIBITIONS

1995 University of Minnesota CALA 1995 Winter Lecture Series; H.W.S. Cleveland Visiting Professor, "The Architecture of Conversion"
1988, Jan Selected Works - Graduate School of Architecture and Urban Planning
University of California, Los Angeles
1988, Jun Thesis Exhibition - Water Reclamation and Resource Recovery Facility
Santa Cruz, California, Edgemar Gallery, Santa Monica, California
1988, Jul "Six Projects", Selected Thesis Projects, Gallery 1220 Univ. of California, Los Angeles
1989, Jun Recycle L.A. - Architectural Exhibition, Artist Space, New York
1996 Hope Street Terminus: The Garden of Conversion, Downtown Cultural Trust Fund Grant, Los Angeles
Community Redevelopment Agency (with artist Blue McRight), a site specific environmental work of public art located under a freeway in downtown Los Angeles
1998 Traveller, a site specific environmental work of public art for the downtown parking structure, with artist Blue McRight, City of San Buenaventura

1999 Skyselters (with artist Blue McRight): 4 new bus shelters at entrance to Phoenix Skyharbor International Airport, Phoenix, AZ
1999 Garland @ The Staples Center: design architects with artist Blue McRight, Los Angeles, CA
2001, Apr Architectural Faculty Exhibition, Woodbury University, Burbank, California
2002, May C.O.L.A. 2002 - City of Los Angeles Design Artist Fellowship Exhibition
Japanese American National Museum, Los Angeles, California
2003, Oct AIA/LA Awards Traveling Exhibition, Los Angeles, California
2004, Jan "L.A. Homes and Gardens", Newspace Gallery, Los Angeles, California
2006, Apr C.O.L.A. 10th Anniversary Exhibition, Los Angeles, California

PROFESSIONAL MEMBERSHIP

American Institute of Architects
American Solar Energy Society
U.S. Green Building Council
Southern California Bio-Diesel User Group
Reef.org

INGALILL WAHLROOS-RITTER, AIA

Associate Director, Associate Professor

CURRENT COURSE(S) TAUGHT

AR 487 / 491	Design Studio 4A / 5A
AR 366	Immaterial Constructions, Contemporary Issues
AR 372.4	Advanced Object Making – Lyceum Competition
AR 373	Eco-dynamic Materials (Elective Seminar or Contemporary Issues)
AR 373.9	Hollywood Confidential (Elective Seminar or Contemporary Issues)
AR 448	Professional Practice 2
AR 492	Degree Project
AR 475	Urban Design Studio, Paris, Berlin, and China

EDUCATION

1990	Master of Architecture University of California, Los Angeles (summa cum laude)
1987	Bachelor of Arts University of California, Los Angeles (summa cum laude)

REGISTRATION

1994	State of California
1999	State of New York

TEACHING AND ACADEMIC SERVICE

2006 - Present	Woodbury University School of Architecture, Los Angeles, CA Associate Director
2005 - 2006	Woodbury University Department of Architecture, Los Angeles, CA Assistant Professor, Associate Professor
2003 – 2006	Yale University, New Haven, CT Lecturer
2003 - 2005	Southern California Institute of Architecture, Los Angeles, CA Hardtech Coordinator, Instructor
2002 - 2003	The Bartlett, University College of London, London, UK Unit Tutor
2002 - 2003	Oxford Brookes University, Oxford, UK UnitPilchuck Glass School, Instructor
1999 - 2002	Cornell University, Ithaca, NY Visiting Professor

UNIVERSITY SERVICE

2005 - 2007	Woodbury University Technology Committee Web Committee / Marketing Advisory Committee Search Committee AIA Student Scholarship Award jury
2003-2005	SCI-Arc Academic Council Member, policy and curriculum advisory panel to the director
2003-2005	SCI-Arc Committees: Admissions, Graduate Curriculum, Scholarship

PROFESSIONAL PRACTICE AND SERVICE

2002-Present	[WROAD], Los Angeles, CA. A partnership practice of Architecture
1999-2002	Ingallil Wahlroos Architects, New York, Sole practitioner
2002-Present	Dewhurst Macfarlane & Partners, Senior Associate International Façade Group; Founder and Director, Los Angeles Office, a structural engineering and façade consultancy firm
1994-1999	Smith-Miller + Hawkinson Architects, New York, NY, Project Architect

COMMUNITY SERVICE

2007–PRESENT	LACE, Los Angeles Contemporary Exhibitions, Advisory Board Member
2007	AIA LA 2x8 Student Competition and Exhibition, Committee Member
2007	Los Angeles: City of the Future, gallery talk, exhibition & reception, coordinator w/ LACE
2006	Hollywood Confidential, event, exhibition w/ LACE
2006	Mapping Woodbury: 31 Architects, Woodbury University faculty exhibition in Hollywood
2005-2006	Raymond E Enkeboll Woodbury Library Courtyard i-scape Student Competition, co-coordinator
2002-Present	AIA Los Angeles Chapter, member

SELECTED LECTURES, EXHIBITIONS, AND AWARDS

2007	Exposed: the Immaterial Skin, lecture at Southeast University, Nanjing
2007	Femme Fatales: LA Forum Pecha Kucha Night, participant
2006	Glass: Material Matters, project included in exhibition at LACMA, Los Angeles Contemporary Museum of Art
2006	Artist Conversation – Glass: Materials Matters, lecture at LACMA
2005	[WROAD] Work, lecture at Cal Poly Pomona
2005	Maxine Frankel Foundation Faculty Grant for work as coordinator of the I-scape competition

2005 In/Discrete Materials, Lecture / Symposium, Columbia University
 2002 The Glass Ceiling, Lecture and exhibition, Pilchuck Glass School, Seattle, WA
 2002 Architecture (de)light, lecture, Rockwell Museum of Art, New York
 2001 AIA New York State Merit Award, Corning Museum of Glass

PUBLISHED WRITINGS AND WORK

2006 Glass: Material Matters, LACMA exhibition catalogue
 2004 *Architect's Newspaper*, Beyond Transparency, article written for April 2004 issue
 2003 *Bartlett Works*, Summer Stage, Peter Cook, Iain Borden (Eds.)
 2002 *Praxis*, Ingalll Wahlroos Architects, by Marta Falkowska
 2002 *Architectural Record*, Glorifying Glass at Corning's Summer Stage, by Ingrid Whitehead
 2001 *Cornell AAP Publication*, Art and Science Melded: An unusual course explores old and new capabilities of glass, a material that is both poetic and technical, by Beth Saulnier
 2001 *Architectural Record*, Corning Museum of Glass, Business Week / Architectural Record Awards Winner, October, 2001
 2000 10 x 10, Vivian Constantinopoulos (Ed.), *Phaidon Press*
 1999 *New York Times*, Through a Glass, Tourist, June 1999
 1999 *Architecture Magazine*, Rear-View Mirror, Ned Kramer, September 1999
 1999 *Metropolis*, House of Pane, Joseph Giovannini, September 1999
 1999 *Casabella*, Corning Museum of Glass, September 1999, 673/674
 1999 *Architectural Record*, The Corning Glass Center, September 1998

SELECTED PROJECTS

(As Principal)

2007 Leg Avenue, design of warehouse, City of Industry, Los Angeles selected residential projects: Mann + Penn, Montoya Kessler, Dent-Eliasberg, Bonnet-Smith, Chiles-Mantel, RJ Hendricks
 2002 Summer Stage, Corning Museum of Glass, Corning, New York
 2002 Glass Art Studio, Corning Museum of Glass, Corning, New York
 2001 Exhibition Gallery, Corning Museum of Glass, Corning, New York
 2001 Steuben Store, Corning Incorporated, New York City, New York (as Façade Consultant)
 2006 Morphosis Pompidou Exhibition, Paris France
 2006 Pugh + Scarpa, Pier 59 Studio, Santa Monica, California
 2005-2007 agps (Angelil Graham Pfenninger Scholler), Portland Aerial Tramway, Portland, Oregon
 2005 Antonio Citterio & Partners, de Beers Flagship Store, Beverly Hills, California Rick Mather Architects, Virginia Museum of Fine Arts, Richmond, Virginia
 2002 Studio Daniel Libeskind, Renaissance Royal Ontario Museum, Toronto, Ontario (as Project Architect)
 2000 Corning Museum of Glass, Corning, New York

PROFESSIONAL MEMBERSHIP

2005-Present American Institute of Architects
 2000-Present NCARB
 2000 Woman Owned Business Enterprise Certification, New York State

ROLAND WAHLROOS-RITTER

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 489 Design Studios 4B: Urbanism
AR 491 Design Studio 5A: Contemporary Topics

EDUCATION

1998 Diplom Ingenieur in Architecture with Honors
Technical University, Graz
1992 Vordiplom in Architecture
Technical University, Berlin
1986 Degree in Telecommunications Engineering with Honors, Munich

REGISTRATION

1998 Registered Architect, S.B.A. Netherlands

TEACHING AND ACADEMIC SERVICE

2006 Woodbury University School of Architecture, Los Angeles, CA
Design studio instructor
2003-2006 SCI-Arc, Los Angeles, CA.
Design and seminar instructor
2004 Syracuse School of Architecture
Design studio Instructor
2002-2003 Bartlett School of Architecture
Unit tutor
2002-2003 Oxford Brookes University
Unit tutor
2002 Cornell University
Visiting Professor
1998-2002 Technical University, Vienna
Assistant Professor

UNIVERSITY SERVICE

2001-2002 Technical University, Graz. Member of the Diploma Committee

PROFESSIONAL PRACTICE AND SERVICE

2002-Present [WROAD], Los Angeles, CA. Principal Architect
1999-2002 Roland Ritter Architects, S.B.A. Principal
1992-1993 Eller Maier Walter, Berlin/Leipzig
1989-1991 Schmidt-Schicketanz, Munich

PUBLISHED WORK OR REVIEWS

2000 *Talking Cities*-Was wir jetzt tun sollten, Kursiv No. 9, Linz (Ed. With Werner Wolf)
2000 *Urban Development* –On Cultural and Communicative Practices in "Talking Cities" –
War wir jetzt tun sollten, Hursiv No.9
1999 *Mirari*-On the Reality of Virtualities, n GEDANKENGEBAUDE – BETON BLEIBT BETON,
Kursiv No.5, Linz
1999 Introduction in STADT*MOTIV, ed.by Andreas Lechnerund Petra Maier, Edition Selene, Wien
1999 *Scattered Images* – Fragments of Realities, HdA Dkumente zur Architektur No. 11, Graz (Ed.)
1998 In/discrete Materials, forthcoming publication on materials in architecture
1998 *Other Spaces* – The Affair of the Heterotopia, HdA Dkumente zur Architektur No. 10, Graz (Ed. with
Bernd Knaller-Vlay)
1997 *Spaces of Solitude*, HdA Dokumente zur Architektur No. 9, Graz(Ed.)
1997 *Architecture* – Music, HdA Dokumente zur Architektur No.8, Graz. (Ed)
1997 Architecture Light, in GRAZ STADTARCHITEKTUR-ARCHITEKTURSTADST, ed. By Hansjoerg Luser,
Werba, Graz
1996 *Overload*-Identikit Baukunst, HdA Dokumente zur Architektur No.7(Ed. With Knaller-Vlay)
1996 *Appropriateness of Means?* HdA Dokumente zur Architektur No.6 Graz, (Ed)
1996 *Metamorphosis of a Castle*, HdA Baudokumentation No.11 Graz, (Ed)
1996 *Monster*, exhibition catalog, Aedes, Berlin (Ed.)

LECTURES

2005 Field Work, Calpoly Pomona
2001 Viennese Architecture, North London University
2001 D'Entre les mortes: On Hitchcocks Architecture, Technical University, Vienna
2000 Strictly Private: A Brief Genealogy of the Public and the Private, Technical University, Vienna
1999 Constitutive Conflicts: Theory Workshop on the Public Shere, 4th International Biennale 'film + arch',
Graz
1999 Celebration(s) – Topograph(ies) of Consensus, with Barbara Holub and Michael Zinganel, Depot,
Vienna

AARON WHELTON

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 475 Summer Studio: Paris
AR 375 Urban Environment: Paris
AR 280 Design Studio 2B: Site Orders
AR 448 Professional Practice 2
AR 383 Design Studio 3A: House and Housing

EDUCATION

2001 University of California Los Angeles, Masters of Architecture II
1998 University of Kentucky, Bachelor of Architecture

TEACHING AND ACADEMIC SERVICE

2003-2007 Woodbury University School of Architecture
Studio instructor/lecturer
2005 University of Kentucky
UK/LA seminar coordinator

PROFESSIONAL PRACTICE AND SERVICE

2005-2007 AAW Studio, Venice, CA
2003-2005 Daly Genik, Santa Monica, CA
2002-2003 The Office of Hadley and Peter Arnold, Los Angeles, CA
1998-2001 Thomas Phifer and Partners, New York, NY

AWARDS AND HONORS

2007 AAW Studio, 'Public prize' in the team competition "Prop-X: Inventing the Next Los Angeles"
2007 AIA/LA design award, Gabbiani-Ruscha Studio
2005 AIA/LA design award, Art Center College of Design
2005 AIA/LA city rebuilder award
2004 AIA/Pasadena honor award & sustainability award
Taghkanic House
2004 AIA national honor award
2003 AIA/NY honor award
2003 The Chicago anthenaeum American architecture award
2004 AIA national honor award
2002 AIA/NY honor award
1999 PA award, Steelcase Workstage 001

PUBLISHED WORK

Daly Genik, Camino Nuevo High School
2007, Jul Architectural Record
2007, Jan Architectural Review
Gabbiani-Ruscha Studio
2006, Jan LA Architect, "AIA Awards - Design Award Citation: Painter's Studio"
2005, Dec New York Times, "Slicing Wood and Steel for a Collage Artist's Studio"
2005, Sep Azure, "A New Light"
Art Center College of Design South Campus
2005, Aug Architectural Review, "Art in Action"
2005, Feb Architectural Record
2004, Jun Los Angeles Times, "A Raw Kind of Beauty"
Thomas Phifer and Partners, Taghkanic House
2004, Apr Architecture Record
2000, Mar GA Houses 63 "Project 2000"
1999, Apr Architecture Magazine "The 1999 PA Awards"

LECTURES AND EXHIBITIONS

2006 "Beginnings" lecture for the LA Forum series "Out There Doing It" at the MAK Center
2006 "Mapping Woodbury" faculty exhibition
2005 "DRAWN" group exhibition at UCLA

EMILY WHITE

Adjunct Faculty

CURRENT COURSES(S) TAUGHT

AR 487 Design Studio 4A: Comprehensive Design
AR 491 Design Studio 5A: Contemporary Topics

EDUCATION

2006 Master of Architecture
Southern California Institute of Architecture
1999 Bachelor of Architecture
Barnard College, Columbia University

TEACHING AND ACADEMIC SERVICE

2006-Present Woodbury University School of Architecture, Los Angeles, CA
Design studio instructor
2007 USC
2006-2007 Sci-Arc

PROFESSIONAL PRACTICE AND SERVICE

Testa & Weiser
Naga Studio

PUBLISHED WORK

2007 AD Architectural Design, Architextiles, guest editor Mark Ramos (London: Academy Editions)
2002 StudioWorks, Harvard University Graduate School of Design 2001-2002 (Cambridge: Harvard University)

LECTURES AND EXHIBITIONS

2007 Femmes Fatales, LA Forum for Architecture and Urban Design,
Los Angeles: City of the Future, Exhibition and Gallery Talk, Los Angeles
2007 eles Contemporary Exhibitions,
2006 Los Angeles: City of the Future, Los Angeles County Museum of Art
2006-2007 Skin and Bones: Parallel Practice in Fashion and Architecture, Museum of Contemporary Art,
Los Angeles
2006 Selected Thesis Projects, SCIArc Gallery
2001 FUSE at the Frying Pan, New York

CHRISTIAN T. WILLIAMSON

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 326 Structures 1

AR 327 Structures 2

EDUCATION

Bachelor's Degree in Architectural Engineering
California State Polytechnic University, San Louis Obispo

REGISTRATION

Licensed Civil Engineer with specialization in Structural Engineering in the State of California
Licensed Civil Engineer in the State of Idaho

ACADEMIC AND PROFESSIONAL SERVICE

2002-Present South California Institute of Architecture
Faculty

2006-Present Woodbury University School of Architecture
Adjunct Faculty

PROFESSIONAL PRACTICE AND SERVICE

Principal Structural Engineer, Ctw Engineers, Inc.

PROFESSIONAL MEMBERSHIP

SEOC, SEAOSC, AISC, NCEES, CSES

YI-HSIU YEH

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 281 Design Studio 2A: Program and Space
AR 4727 Mini Studio: Advanced Object Making

EDUCATION

1999 Master of Architecture
Southern California Institute of Architecture, Los Angeles, California
1994 Summer Architecture Program
Parsons School of Design, New York, New York
1976 Bachelor of Arts in Political Science
National Taiwan University, Taipei, Taiwan

REGISTRATION

2006 State of California No. C 30723

TEACHING AND ACADEMIC SERVICE

2007-Present Woodbury University School of Architecture, Los Angeles, CA
Design studio instructor
1996-1997 Southern California Institute of Architecture, Los Angeles, CA
Teaching/Research Assistant and Facility/Schedule Coordinator,
Making & Meaning Summer Program
1996-1997 Southern California Institute of Architecture, Los Angeles, CA
Teaching Assistant, Drawing, M. Arch 1 Program, Department of Visual Study

UNIVERSITY SERVICE

1996-1997 SCI-Arc Wood & Metal Shop Staff

PROFESSIONAL PRACTICE AND SERVICE

2005-Present Yeh a.d.p., Los Angeles, CA; Creative Director, a general partnership architecture & design office.
2005-2007 Hinerfeld-Ward Inc. General Contractor, Los Angeles, CA; Senior Project Manager
2001-2005 Anshen + Allen Los Angeles, Los Angeles, CA; Project Architect, Construction Administrator, Technical
Coordinator and Designer II.
1999-2001 Eric Owen Moss Architects, Culver City, CA; Designer
1999 Independent Set Builder

AWARDS AND HONORS

2000 Winner of Future Furniture Design Competition, hosted by Interior Design Magazine.
1999 Award for Outstanding Contribution in Service to the SCI-Arc Community

PUBLISHED WORK OR REVIEWS

2001 The Parking Garage & Office, Eric Owen Moss Architects, two copies were on loan to Museum of
Contemporary Art for the "What's Skain': New Architecture in L.A." exhibit.
2004 *Egg* (architecture/design/fashion) *Magazine*, January 2004 Issue, Wedding: The beginning of Home

LECTURES

2004 Fall Architecture Lecture Series, Tunghai University, Taichung, Taiwan
2001 Department of Architecture Graduation Ceremony, Tunghai University

GIULIO ZAVOLTA

Adjunct Faculty

CURRENT COURSE(S) TAUGHT

AR 384 Design Studio 3B: Structure, Systems
AR 487 Design Studio 4A: Contemporary Topics
AR 491 Design Studio 5A: Contemporary Topics

EDUCATION

2005 USGBC LEED Accreditation
1999 Masters of Architecture II,
University of California at Los Angeles
1993 Bachelor of Architecture
Universite de Montreal
1992 Los Angeles Experiments
SCI-ARC
1989 Diploma in Architectural Technology
Vanier College

TEACHING AND ACADEMIC SERVICE

2004-Present Woodbury University
Design studio instructor, Architecture & Urban Design
1998 - 1999 UCLA
Teaching Assistant, Architecture

PROFESSIONAL PRACTICE AND SERVICE

2005-Present Totum Consultants
Co-founder
1994-2005 Various firms in Canada and USA
Architectural assistant/project manager/project designer

AWARDS AND HONORS

2007 7th Annual ACSA/AISC Winner – Third Prize, Category I, Museum of Steel –Instructor, Woodbury University
2006 National AIA Honor Award for Architecture – Koning Eizenberg Architecture Pittsburgh Children's Museum
2006 AIALA Award – Koning Eizenberg Architecture Pittsburgh Children's Museum
2005 American Architecture Award – Koning Eizenberg Architecture Pittsburgh Children's Museum
2003 Urban Land Institute Award of Excellence – Koning Eizenberg Architecture Farmers Market Master plan
Expansion
2002 AIA/LA Merit Award – Koning Eizenberg Architecture Plummer Park Community Center
2001 Chicago Public School Competition Finalist – Koning Eizenberg Architecture
2000 AIA/LA Cost Effectiveness in Design Award – Koning Eizenberg Architecture Rad Clothing
1997 Canadian Architect Award – ShoreTilbelwin University of Waterloo, Environmental Studies & Engineering
1995 University of Waterloo, Environmental Studies & Engineering Competition Finalist – ShoreTilbelwin
1994 Queens Biosciences Complex Competition Finalist – ShoreTilbelwin 1993 AIA Certificate of Excellence in the Studies of Architectural Design
1992 President Vaclav Havel's Office – Exhibit of Urban Design Proposal 1991 Habitat 67 Award for Innovativeness in Residential Design

PUBLISHED WRITINGS

2004 Joint Use School Design Charette: Envisioning Schools as Centers of Community: Livable Places
1994 "LAX - Los Angeles Experiment" Site Books

LECTURES AND EXHIBITIONS

2007 ACSA Southeast Fall Conference Speaker – Assuming Responsibility: The Architecture of Stewardship
2007 Urban Land Institute Fall Meeting Invited Panelist – Young Consumers & What They Want: Trends and Preferences for Products and Places
1992 President Vaclav Havel's Office (Czech Republic) -Exhibit of Urban Design Proposal
1992 Prague Studio Exhibit at University Of Montreal - Urban Design Proposal
1991 University of Montreal Selected Works -End of year school exhibit

PROFESSIONAL MEMBERSHIP

Royal Architectural Institute Of Canada
Ontario Association of Architects (Intern)
Urban Land Institute

4.5 Visiting Team Report from the Previous Visit

Woodbury University
Department of Architecture

Visiting Team Report

Bachelor of Architecture (5 years)

The National Architectural Accrediting Board
March 14, 2002

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

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I. **Summary of Team Findings**

1. **Team Comments**

The team observed the Department of Architecture at Woodbury University to be centered in the context of a well-established institution of more than 100 years of tradition as an excellent and rapidly emerging professional program in architectural education.

The School of Architecture and Design constitutes more than half of the student body of the university. The Department of Architecture with more than one-quarter of the population has the potential to become an even larger and more central component of the institution. The Strategic Plan of the university seeks to maintain a balance with its traditional programs in Business and Liberal Studies.

The president and vice-president of Academic Affairs are well aware of the potential for the development of the program and have supported the development of the San Diego Campus, which is functioning in parallel with the program based on the main campus. The opportunities for engaging the cross-cultural aspects of the region are exceptional.

The Dean of the School of Architecture and Design also recognizes the excellent quality, opportunities, and potential of the program and is committed to their development and integration of the design programs of the school and the traditional programs of the university.

The Department of Architecture at Woodbury University is located within the dynamic architectural urban design and planning context of Southern California and has engaged a substantial number of active, talented, and dedicated faculty and adjunct faculty members to serve all programs.

The current departmental leadership is very strong and dedicated to the full integration of all programs into a dynamic educational model to serve the region through design excellence and active engagement within the Burbank, Hollywood, and San Diego programs.

There have been recent and significant changes in the leadership of the program since the previous accreditation visit and it is evident that there is a need to clarify the administrative and academic processes of the multiple programs in order to ensure long-term academic and resource development.

2. **Progress Since the Previous Site Visit**

Criterion 4: *Be aware of the diversity of architectural history and traditions throughout the world.*
Previous Team Report: *The structural presentation of non-western architecture is nowhere evident. Given the diverse nature of the student population, this omission is inconsistent with the otherwise broad-based intentions of the program.*

The visiting team believes that this criterion has been met at the awareness level, although there is still need for further development as discussed in criterion 12.11

Criterion 23: *Understand the basic theories of lighting, acoustics, environmental control, and building systems and energy management. Previous Team Report: Clear evidence of the basic theories of environmental controls was provided, but insufficient evidence of the understanding of lighting, acoustics, and energy management was provided.*

This criterion is now met. Refer to criterion 12.18

Criterion 27: *Understand the problems related to the use of hazardous and toxic materials in new and existing buildings. Previous Team Report: While awareness of hazardous and toxic materials was included as part of code review in the Architectural Practice course, no evidence of understanding this material was provided.*

This criterion is no longer a requirement. However, this criterion has been subsumed in the NAAB 1998 Conditions and Procedures under criteria 12.19, 12.24, 12.25, and 12.27.

Criterion 35: *Be able to assess, select, and integrate structural and environmental systems into building design. Previous Team Report: The integration of environmental systems into building design is not clearly evident in the exhibited samples of work, even though there is ample evidence of the integration of structures.*

The visiting team believes that this criterion is met, although further development is recommended. Refer to comments for criteria 12.22 and 12.29.

3. Conditions Well Met

Woodbury University possesses a strong program with many unique components that contribute to a high-quality education in architecture. The spirit of the faculty is only rivaled by the enthusiasm and hard work of its students. The collegial attitude that penetrates all aspects of the Architecture program is generative of a competent and viable learning environment.

Special acknowledgment should be given for the preparation of a well-written, thoroughly detailed Architecture Program Report (APR); extraordinary site preparation of the Team Room; and a special exhibition of student, faculty, and alumni/ae work as well as examples of student work at every student's desk. In addition, the exhibition of student, faculty, and alumni/ae work was of a character, quality, and sensitivity rarely seen in any university setting.

4. Conditions Not Met

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.

5. Causes of Concern

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.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

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

1.1 Architecture Education and the Academic Context

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

Met Not Met
[X] []

The program has clearly demonstrated that it is central to the mission of the institutional context of Woodbury University not just through having a significant proportion of the student population and its mission of professional education. It has also clearly demonstrated its potential for becoming an even greater force within the institution by addressing the diverse and dynamic cross-cultural issues of the urban area and Southern California region.

1.2 Architecture Education and Students

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

Met Not Met
[X] []

Given the location of the Burbank–LA and San Diego campuses within the context of Southern California, the school is particularly well situated to embrace the cultural differences inherent in a diverse social fabric. The opportunities to experience diverse settings is expanded upon for those students who attend the summer sessions in Barcelona and Paris as well as the fourth-year studios in Hollywood. The infusion of transfer students from surrounding community colleges further adds to the spectrum of backgrounds and experiences of the student body. There is a sense of excitement, especially at the San Diego campus, of being a part of the formation of something truly new, energetic, and positive. Students have a strong and unique sense of ownership in the program.

The faculty and university have demonstrated a strong commitment to student leadership and involvement through the support of branch entities in San Diego and Hollywood, which offer incredible opportunities for student growth. Although both the Woodbury student chapters of the AIAS and ARC have shown incredible strength in past years, their activity and membership have lost pace. Careful attention should be taken to ensure that San Diego students are encouraged to participate in the events and opportunities available through these student organizations.

Access to faculty members is very good despite the dependence on adjuncts who often go out of their way to provide additional instruction and support. The faculty and their involvement in national and internationally prominent endeavors is a strong link for the students to the broader context of the profession.

1.3 Architecture Education and Registration

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

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

The program at Woodbury has attracted students with a high degree of motivation and focus toward licensure and traditional practice. The curriculum develops the students from an initial elementary degree of understanding of the profession to a strong sense of the practice of architecture and architects' responsibilities to their clients and the public as a whole. Dialogue with the faculty and the students provided evidence that the requirement of knowledge of technical matters and of the professional conduct of a practicing architect was being achieved.

1.4 Architecture Education and the Profession

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

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

Both the Los Angeles and San Diego campuses have strong connections with their respective architectural communities. Essentially most faculty members are involved in practice, and a very active adjunct faculty brings to the students a high level of understanding of their roles and responsibilities in the profession.

1.5 Architecture Education and Society

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

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

The program demonstrates a thorough commitment to the role of the architect in society. There is ample evidence throughout the design studios that the social, cultural, environmental, and economic forces are thoughtfully considered. The cities of Los Angeles and San Diego are laboratories for many of the studio projects. The Hollywood Center for Community Research and Design (CCRD) is a required part of the curriculum (fourth year) for the Burbank students. All of the projects undertaken within the CCRD are done in collaboration with a diverse set of community partners and work is developed in response to specific social issues and needs.

Studio work at the San Diego campus is also involved with the city as a laboratory of cultural, physical, and environmental issues. Border issues are particularly important and some impressive partnerships are being developed with public officials from the city of Tijuana.

Environmental concerns are represented in the program and in the work of the faculty. The recent construction of studio spaces for other departments within the school represents an excellent demonstration project for principles of passive design strategies. The AR 384 studio involves one faculty member who works with each of the studio sections to integrate principles of sustainability into the studio projects.

It is clear that the informally adopted motto of "build the right thing" has been incorporated into the mission, curriculum, and actions of the program.

2. Program Self-Assessment

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

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

The program assessment provided in the APR is an accurate reflection of the issues identified in the course of the team visit. In addition, the on-site interviews and meetings demonstrated an exceptional willingness to communicate the details of the issues and the ability to provide appropriate positive responses.

3. Public Information

The program must provide clear, complete, and accurate information to the public by including in its catalog and promotional literature the exact language found in Appendix A-2 [of the NAAB 1998 Conditions and Procedures], which explains the parameters of an accredited professional degree program.

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

The Woodbury University catalog and Web site include the statement required (Appendix A-2). The Guide to Student Performance Criteria is provided on the Web site and in the syllabus provided for each class offered by the department.

4. Social Equity

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

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

Woodbury University has a stated policy of not providing tenure. This is clearly understood by the faculty and staff. All compensation is regarded as low compared to national, regional, or competitive institutions. The intangible benefits at Woodbury have been seen to offset financial remuneration. Most faculty members state the spirit and true appreciation of the students as their

reason for involvement with the Woodbury program. The institution also benefits from the wealth of high-quality professionals in the area wishing to teach. As a result the institution, the students, and the professionals benefit. In addition; the support of the faculty with technology, office space, assistants, and travel allowances to attend conferences is virtually nonexistent. The concern is the strong commitment to the program could deteriorate with relatively short notice and faculty members could choose to teach elsewhere. This would severely damage the program. A detailed study of appropriate support and financial remuneration of all faculty should be undertaken. Of particular concern is that the adjunct faculty members, which Woodbury depends on to a high degree, could with relatively short notice switch their loyalties.

5. Human Resources

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

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

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. At 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 in which most institutions strive for equity 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 the 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.

6. Human Resource Development

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

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

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 historical evolution of the programs; the individuals involved; the 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 fact 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 both 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 students, faculty, and staff.

7. Physical Resources

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

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

The Woodbury architectural program is located in facilities at three locations:

1. The Burbank–Los Angeles campus
2. The San Diego campus
3. The Center for Community Research and Design (CCRD)

Within the three locations, space is currently sufficient to accommodate all program activities, although faculty offices at the Burbank campus are located in temporary quarters that are cramped, requiring faculty members to share offices. These offices are relatively remote from the architecture studios, are of poor quality, and are not conducive to student advising. In addition, many design studios at the Burbank campus would benefit from alterations providing for cross-ventilation.

The San Diego campus occupies a leased downtown office building including space for considerable expansion. Likewise, the three-story CCRD located on Hollywood Boulevard in Los Angeles (where design studios are taught) has additional expansion space.

The facilities in Burbank and San Diego are fully accessible. The Hollywood Studio, a special program as well as a somewhat temporary facility, is accessible only on the first floor; the offices and design studios at the upper floors are *not*. Accommodation in the past has been accomplished by rearranging program space. This does not fully meet Americans with Disabilities Act (ADA) standards.

The minimum standard of all educational spaces regardless of their special circumstances should be in compliance to afford every opportunity to staff, students, and visitors.

8. **Information Resources**

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

Met	Not Met
[X]	[]

In proximity to the architecture students on the Burbank campus, the architectural collection is located within the LA Times University library and meets the requirements for quantity, scope, and media. In addition to the volumes available here, students may obtain access to the holdings of a network of institutions across the state through the Online Computer Library Center (OCLC). Online databases including the Avery Architecture Index may also be accessed through the school's network or remotely from the Woodbury University Web site. The architectural collection serving the students of the San Diego campus is housed in and reinforced by the main campus library of Mesa College, which is a 20-minute drive from the Woodbury San Diego facilities. While this is not an inordinate distance and many of the San Diego students are familiar with the Mesa campus, having transferred from this program, these students may be better served by moving Woodbury's titles to the new San Diego building, which has ample space to house such a collection. Precise definition of the budget and development policy of the San Diego collection needs to be communicated with the library staff in Burbank in order to maintain the integrity of both collections.

9. **Financial Resources**

Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.

Met	Not Met
[X]	[]

The information provided within 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 the 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 \$7 million 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 program to reach critical institutional and community needs as well as private sector corporate industries.

10. **Administrative Structure**

The program must be a part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both

comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.

Met Not Met
[X] []

The issues concerning the need for clarification are outlined in Section 5, Causes of Concern.

11. Professional Degrees and Curriculum

The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components—general studies, professional studies, and electives—which respond to the needs of the institution, the architecture profession, and the students respectively.

Met Not Met
[X] []

The team is satisfied that this requirement is met at the Burbank and San Diego campuses. The APR does not provide a comprehensive description of the combined Mesa College-Woodbury curriculum and should provide this in the future. A review of the Mesa catalog confirms that the criterion is met.

12. Student Performance Criteria

The program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice.

12.1 Verbal and Writing Skills

Ability to speak and write effectively on subject matter contained in the professional curriculum

Met Not Met
[X] []

There is evidence of the ability to succinctly convey complex analysis and concepts about the built environment in the studio assignments. This is nowhere more apparent than in the comprehensive degree project proposal and final presentation. Elsewhere in the curriculum, the emphasis on effective and professional communication could be taken a step further. Theory and History courses could be taken beyond short-answer analysis and reading response towards a deeper and more protracted mode of synthesis in written communication. Logic, syntax, and grammar errors are evident at all levels of the curriculum, giving rise to a concern that this is a skill set to be carefully examined and fostered in every student.

12.2 Graphic Skills

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

Met Not Met
[X] []

Graphic skills are superior and should be commended. Grasp of the importance and interdependence of various media including computer technology, hand drafting, rendering, and modeling is excellent. By the end of the fifth year, students are at an advanced capacity to generate highly effective visual compositions, which are as compelling as they are informative and logical.

12.3 Research Skills

Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process

Met	Not Met
[X]	[]

Throughout the curriculum, the importance of research and well-considered analysis is clear and present. In-depth consideration of building systems and formal precedent is carried on in many of the upper-level studios and technical courses. By the commencement of the comprehensive degree studio, students have evolved a professional and thorough manner of investigation. Proper documentation of resources, however, is of some concern as many assignments are deficient in adequate acknowledgment of the data sources. This is not only relevant to maintaining standards of honesty but, more important, to ensuring the accurate and efficient retrieval of necessary data should the need arise to replicate the analysis.

12.4 Critical Thinking Skills

Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space

Met	Not Met
[X]	[]

Students are capable of adapting and applying analysis techniques to various scales and conditions of the built environment. The investigation of building systems brings these techniques to the forefront. Skills are further evolved in the complex context of the urban fabrics of Los Angeles, Burbank, Hollywood, and San Diego.

12.5 Fundamental Design Skills

Ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components

Met	Not Met
[X]	[]

Students are endowed with a phenomenal capacity for spatial configuration and articulation. The resolution and interrelationship of interior, exterior, and intermediary spaces are excellent. It is apparent that the curriculum emphasizes a simultaneous consideration of plan and section conditions, thereby inspiring a wealth of innovative solutions to design problems. Students are capable of incorporating intensive applications of a wide array of structural systems to accomplish their conceptual and formal intents.

12.6 Collaborative Skills

Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings

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

The team was very impressed with the collaborative nature of the student work as well as the exceptional collaborative effort required to prepare the school for the site visit.

12.7 Human Behavior

Awareness of the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment

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

The social issues of human behavior and the physical environment are clearly addressed in many of the studios at Burbank, Hollywood, and San Diego. HI 207 and HI 208 provide a broad understanding of civilization, but it is not evident that the issues of these courses are related to the design of the physical environment. Given the importance of human behavior issues throughout the curriculum, the program would benefit from core readings, presented in the appropriate course, on issues related to human behavior and the physical environment. The APR does not provide evidence of any readings that provide this basic awareness.

12.8 Human Diversity

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

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

The context and program provide an excellent environment for the understanding and exploration of human diversity.

12.9 Use of Precedents

Ability to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects

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

12.10 Western Traditions

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

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

12.11 Non-Western Traditions

Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world

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

Progress has been made on this criterion since the last visit. The awareness of non-Western traditions is being met at a minimum level, and continued progress should be encouraged. Awareness of non-Western architecture is primarily addressed in AR 267, World Architecture 1. The course requires a five-page essay on a non-Western building. Evidence of these papers was not presented in the team room (one paper on a Catholic cathedral in Mexico was presented) but it was observed in student presentations. The syllabus for the course does not indicate any lectures on non-Western architectural history and traditions. The textbook (Kostof) acknowledges a preoccupation with the Western tradition but "we have created gains in understanding when it is assessed in the light of alternate orders." The response in the APR identifies a number of special events and lectures but these are not part of the core curriculum. The APR notes the challenge to identify qualified faculty but this challenge is not an unusual one. It should be possible for current faculty to gradually develop additional lectures, particularly in AR 267, to "enhance the awareness of parallel and divergent canons."

12.12 National and Regional Traditions

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

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

12.13 Environmental Conservation

Understanding of the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design

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

12.14 Accessibility

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

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

Students receive instruction and are examined on the accessibility requirements for buildings both externally and internally, although certain graduation-level projects do not clearly delineate accommodation for the disabled.

12.15 Site Conditions

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

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

12.16 Formal Ordering Systems

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

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

12.17 Structural Systems

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

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

12.18 Environmental Systems

Understanding of the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems, and energy use

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

12.19 Life-Safety Systems

Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems

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

12.20 Building Envelope Systems

Understanding of the basic principles that inform the design of building envelope systems

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

12.21 Building Service Systems

Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems

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

12.22 Building Systems Integration

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

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

Although a variety of courses teaches students the systems that make up a building and the importance of coordinated system integration, individual degree projects vary in exhibiting the consideration of environmental systems and life safety systems in the framework of the building design. This condition is met at a minimum and needs further development within the program.

12.23 Legal Responsibilities

Understanding of architects' legal responsibilities with respect to public health, safety, and welfare; property rights, zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice

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

12.24 Building Code Compliance

Understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure

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

12.25 Building Materials and Assemblies

Understanding of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies

Met Not Met
[X] []

12.26 Building Economics and Cost Control

Awareness of the fundamentals of development financing, building economics, and construction cost control within the framework of a design project

Met Not Met
[X] []

12.27 Detailed Design Development

Ability to assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs

Met Not Met
[X] []

12.28 Technical Documentation

Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction

Met Not Met
[X] []

12.29 Comprehensive Design

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

Met Not Met
[X] []

Students are capable of disciplined and thorough investigation and presentation of projects that vary in approach from ordered and sublime to novel and frenetic. The coursework shows a path of evolution towards the final comprehensive degree project in which students employ a range of systems and urban considerations in addressing the spatial resolution of programmatic needs. While the selection of materials and assemblies is evident, the resolution of wall sections is lacking and needs to be addressed with the inclusion of large-scale wall sections as a studio project requirement.

12.30 Program Preparation

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

Met	Not Met
[X]	[]

There is evidence that the students have the ability to develop the programmatic requirements for a comprehensive project.

12.31 The Legal Context of Architectural Practice

Awareness of the evolving legal context within which architects practice and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities

Met	Not Met
[X]	[]

12.32 Practice Organization and Management

Awareness of the basic principles of office organization, business planning, marketing, negotiation, financial management, and leadership as they apply to the practice of architecture

Met	Not Met
[X]	[]

12.33 Contracts and Documentation

Awareness of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service

Met	Not Met
[X]	[]

12.34 Professional Internship

Understanding of the role of internship in professional development and the reciprocal rights and responsibilities of interns and employers

Met	Not Met
[X]	[]

12.35 Architects' Leadership Roles

Awareness of architects' leadership roles from project inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management

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

12.36 The Context of Architecture

Understanding of the shifts which occur—and have occurred—in the social, political, technological, ecological, and economic factors that shape the practice of architecture

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

12.37 Ethics and Professional Judgment

Awareness of the ethical issues involved in the formation of professional judgments in architecture design and practice

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

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2001 Woodbury University Architecture Program Report.

In 1884, 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. Woodbury College was established by educator and entrepreneur F.C. Woodbury to service the needs of this growing business community. The historic link between Woodbury and the world of business has been maintained throughout the years.

In 1926, Woodbury was chartered by the State of California as a Collegiate Educational Institution of higher learning to confer both graduate and undergraduate degrees. In 1938, the Division of Professional Arts was established to focus on three fields of design that are closely allied to business. With the addition of interior design, fashion design, and graphic design majors, Woodbury became a college of business administration and design.

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 (M.B.A.). In 1972, Woodbury College became a nonprofit institution of higher learning. In 1974, it became Woodbury University. Computer Information Systems was added as a major in 1982. In 1984 the university added a major in Architecture, which has become its largest single program today. That program received NAAB accreditation in 1994. Also in 1994, three new Arts and Sciences majors were added: Psychology and Management, Politics and History, and Liberal Arts and Business.

In 1998, in a joint effort with Mesa Community College, Woodbury opened an additional campus in San Diego to provide access to an accredited architecture program. Also in 1998, the major in Interior Design was changed to a major in Interior Architecture, and the university changed from a quarter system to a semester system. In the year 2000, the university added majors in Communications and Animation Arts, followed by an E-Commerce major in 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.

The university is currently organized into three schools: the School of Architecture and Design, which has departments of Animation Arts, Architecture, Fashion Design, Graphic Design, and Interior Architecture; the School of Business and Management, which has departments of Accounting, Business and Management, Computer Information Systems, and Marketing; and the School of Arts and Sciences, which has a department of Humanities and a department of Natural and Social Sciences and provides all university departments a full range of general education courses.

For the first 103 years, Woodbury was located in central Los Angeles. In 1937, new facilities at 1027 Wilshire Boulevard were occupied, and for 50 years that location served as the classroom and administrative building. In 1985, Woodbury acquired a [9-hectare] 22.4-acre campus (the former home of one of the nation's oldest convents) that straddles the border of Burbank and Los Angeles. New classroom and administration buildings were added in 1986 and the university moved in 1987. The North Hall residence hall was completed in 1990 and new architecture studios were completed in 1996. In 2001 the University Board of Trustees approved a 10-year Master Plan for campus development that includes a new Design Center, a new campus cafe, a new amphitheater (all to be completed by fall 2001), a new architecture studio building, new classroom buildings, an expansion to the library, a new faculty center, a new student services and fitness center, and a new residence hall. Also in 2001 the San Diego Campus moved to a new larger facility, centrally located in the city's downtown business district.

Woodbury has a current graduate and undergraduate enrollment of 1,450 students with more than 50 percent of those in the five Architecture and Design majors and more than 25 percent in the Department of Architecture. The university, responding to its mission of professional education, now anticipates growth to 2,000 students in the coming decade.

2. Institutional Mission

The following text is taken from the 2001 Woodbury University Architecture Program Report.

Woodbury University is committed to providing the highest level of professional education in its undergraduate and graduate programs. Our goal is to prepare graduates who are articulate, ethical, and innovative life-long learners.

Woodbury University has a vision to be a leading professional university, distinguished by its graduates who are skilled in their chosen fields, well grounded in liberal studies, effective facilitators of change, and strong ethical leaders.

Woodbury University values a liberal arts-based, professional education that effectively prepares students for their careers. Woodbury University values being student-centered in all aspects of its operations, and it values empowering students to determine and manage their own destinies. Woodbury University values diversity, integrity, ethical behavior, and academic rigor.

3. Program History

The following text is taken from the 2001 Woodbury University Architecture Program Report.

Woodbury's architecture major began in 1984 under the direction of Don Conway. Beginning with 10 students in modest facilities at the downtown location, the program expanded both facilities and enrollment with the move to the Burbank campus and the acquisition of NAAB candidacy status.

With the appointment of Louis Naidorf as department chair in 1990, the program took further important steps toward accreditation. Studio space was greatly enlarged and shop and review space created. The library collection was expanded to satisfy NAAB criteria and additional full-time faculty members were appointed. The curriculum was strengthened, a study-abroad program in Paris was introduced, and the computer capabilities were enhanced and integrated into the design process.

In 1994, Woodbury's architecture program achieved NAAB accreditation. Louis Naidorf was promoted to dean of the School of Architecture and Design and Geraldine Forbes became the chair of the Department of Architecture. Under her direction, the program continued to grow in enrollment and stature. The curriculum was refined, additional full-time faculty members joined the program and important connections were forged with Union de Escuelas y Facultades de Arquitectura Latinoamericanas (UDEFAL) and Conferencia Latinoamericana de Escuelas y Facultades de Arquitectura (CLEFA), the academic associations of the faculty and students of Latin American schools 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 through 2002.

In 1997 the university decided to expand the architecture program to a campus 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 direction 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. Two new full-time faculty positions were added to the program in the 1997-98 academic year.

In fall of 1998, approximately 30 transfer students became the first to enroll in the third year of Woodbury's architecture program at its new San Diego campus on the former Point Loma Naval Training Center. The campus 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 department. 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 fulltime faculty further refined the curriculum and began to develop a new program mission and strategic plan. To more fully ensure the successful implementation of the new curriculum, a full-time faculty member was assigned the responsibility to teach in and coordinate each of the 10 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 3-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, and Jeanine Centuori took over as director. Since 1999 Woodbury students working under the direction of faculty members Stan Bertheaud, Teddy Cruz, Jennifer Siegal, and Gerry Smulevich have won national, regional, and local design awards.

In 2000, after 10 years of building up Woodbury's Department of Architecture and School of Architecture and Design, Dean Louis Naidorf retired and Heather Kurze was appointed the new dean. Geraldine Forbes was promoted to dean of the San Diego campus, and she was elected secretary of the ACSA. Leasing a storefront for three sections of studio increased San Diego's space. The department gained two new full-time faculty positions, bringing the total to three in San Diego and six in Burbank-LA. The Woodbury faculty and students began winning national, regional, and local design awards at an increasing rate, and our graduates have entered leading graduate programs and professional offices.

In 2001, after the graduation of San Diego's inaugural class of students, Geraldine Forbes took a leave of absence from the position 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 location in the central downtown business district. A search to permanently fill the position of director of the San Diego program was initiated in the summer of 2001, and the position is expected to be filled by the summer of 2002.

Architecture students now play an active role in national and international student organizations. Woodbury is the U.S. representative institution of CLEFA and hosted CLEFA's international conference in Los Angeles in October 2000. The Woodbury branch of AIAS hosted a national conference in Los Angeles in December 2000.

Jeanine Centuori, director of the CCRD, and Paulette Singley, coordinator of history and theory, organized a new program called the Hollywood Urban Studies Collaborative. The program will be a joint effort between Woodbury University and other institutions such as Iowa State, which plans to send students and faculty from its College of Art and Design in spring 2002. Students in the program will take one or two 3-unit courses at Woodbury and a design studio with their own Iowa faculty at the CCRD. The department sees this as an opportunity to further enhance the architectural education of its students through the exposure to students and faculty from sister institutions.

The department currently enjoys the position of being the largest department in the university. Its faculty members are well known in academe and in the professional community of greater Los Angeles and San Diego.

4. Program Mission

The following text is taken from the 2001 Woodbury University Architecture Program Report.

Current Mission Statement

Revised, Spring 2000

University endorsement, Fall 2000

The department's mission is to provide an excellent architectural education in an open, creative, and spirited environment that recognizes and promotes the potential of its students and faculty.

Specific Scholastic Identity

The Department of Architecture offers a 5-year, nationally accredited, professional Bachelor of Architecture degree. Located on the Pacific Rim, the Southern California region and its megalopolis, stretching from Los Angeles through San Diego to Tijuana, present a vital and diverse context within which to examine architecture, urbanism, culture, and the natural environment. The department sees its student population, which reflects this same vitality and diversity, as its greatest asset.

The Architecture program at Woodbury University combines architectural education with a comprehensive foundation of humanist scholarship preparing students intellectually to perform effectively and ethically in an ever-changing global society. The Department of Architecture emphasizes, analyzes, and debates the role of the architect-citizen as cultural communicator and builder responsive to societal, cultural, and environmental

challenges. We integrate into the design curriculum recent innovations in computer-aided design, multimedia, and sustainable technologies.

Students within the department are expected to master five areas of study pertinent to all architecture:

- Critical thinking—the ability to build relationships and understand the impact of ideas based on research and analysis of multiple cultural and theoretical contexts
- Design—the inventive and reflective conception, development, and production of architecture
- Building—the technical aspects, systems, and materials and their role in the implementation of design
- Representation—the wide range of media used to communicate design ideas including writing, speaking, drawing, and model making
- Professionalism—the ability to manage, argue, and act legally, ethically, and critically in society and the environment.

With campuses located in Burbank-Los Angeles, Hollywood and San Diego, and a summer program in Barcelona and Paris, Woodbury University offers students a variety of urban experiences that enhance their architectural education.

5. Program Strategic Plan

The following text is taken from the 2001 Woodbury University Architecture Program Report.

The initial development of the Program Strategic Plan started in the fall semester 1999 at a series of full-time faculty meetings that were held on a weekly basis to rewrite the curriculum, update the program mission, and develop a strategic plan. Regular faculty meetings continue on a monthly or twice-monthly basis as needed and include full-time faculty members from both locations. The final form of the Program Strategic Plan was adopted by the architecture faculty, followed by the School of Architecture and Design, and the university administration in the summer of 2001. It directly parallels the university's Strategic Plan that was adopted a year earlier in 2000.

An 8-year timeline for implementation of the plan divided into four phases of 2 academic years each is as follows:

Phase 1	1999–00	Phase 3	2003–04
	2000–01		2004–05
Phase 2	2001–02	Phase 4	2005–06
	2002–03		2006–07

The complete strategic plan is available in the 2001 Woodbury University APR.

Appendix B: The Visiting Team

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Architects & Engineers, PC
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Appendix C: The Visit Agenda

Saturday, March 9

- Afternoon Team members arrive. Individual transportation (student greeters) to the hotel
Team chair picks up rental SUV
- 7:00 p.m. Meeting of team and School of Architecture and Design dean and department chair dinner and program orientation

Sunday, March 10

- 9:00–10:30 a.m. Team-only breakfast at the hotel
- 10:30 a.m.–1:00 p.m. Team meeting in the Team Room. APR review and assembly of issues and questions. Overview of Team Room with chair, assistant chair, and the dean. Initial review of exhibits
- 1:00–2:00 p.m. Lunch with program administrators on the Woodbury Quadrangle Lawn. University representatives are as follows:
Heather Kurze Dean, School of Architecture and Design
Norman Millar Chair, Department of Architecture
Jay Nickels Director, San Diego Campus
Vic Liptak Assistant Chair, Department of Architecture
- 2:00–3:00 p.m. Tour of the Burbank–Los Angeles campus
- 3:00–5:00 p.m. Review of student work in the Team Room
- 5:00–6:00 p.m. Entrance meeting with faculty in the lecture classroom, Architecture complex
- 6:00–7:30 p.m. Woodbury Architecture exhibit and team welcome reception with alumni/ae, consulting board, local professionals, administration, faculty, and students in the New Design Center central gallery
- 7:30–9:00 p.m. Catered dinner with the president, dean, chair, students, faculty, and alumni/ae guests in the Cabrini ballroom
- 9:30–10:00 p.m. Team debriefing in the Team Room followed by return to the hotel

Monday, March 11

- 7:00–8:00 a.m. Breakfast with the team and then meeting for travel with the dean, chair, and assistant chair
- 8:00–11:00 a.m. Drive to San Diego and team meeting
- 11:00–11:45 a.m. Tour of the library at Mesa College
- 12:00–1:00 p.m. Welcoming reception and lunch at SD campus with faculty, students, alumni/ae, and consulting board

- 1:00–2:00 p.m. Entrance meeting with students only (no faculty)
- 2:00–3:00 p.m. Meeting with Jay Nickels, SD director, and a tour of the SD campus
- 3:30–6:00 p.m. Observation of studios and exit meeting with the SD director
- 6:30–8:00 p.m. Dinner with program administrators and selected faculty members at a San Diego restaurant
- 8:00–10:30 p.m. Drive back to the hotel, team meeting and discussion en route

Tuesday, March 12

- 7:00–8:00 a.m. Breakfast with the chair
- 8:00–8:30 a.m. Travel to the CCRD in Hollywood
- 8:30–9:30 a.m. Meeting with Jeanine Centuori, CCRD director, and faculty and a tour of the facilities and work
- 9:30–10:00 a.m. Return to Burbank–Los Angeles campus
- 10:00–11:00 a.m. Entrance meeting with University President Ken Nielsen and Vice-President for Academic Affairs Zelda Gilbert in the president's conference room
- 11:00 a.m.–12:00 p.m. Entrance meeting with Dean of Architecture and Design Heather Kurze in the dean's conference room
- 12:00–1:00 p.m. Lunch with the faculty in the Hensel Hall Board Room
- 1:00 p.m.–2:00 p.m. Entrance meeting with students only (no faculty) on the main deck
- 2:00–4:30 p.m. Studio observation and Team Room review
- 4:30–6:30 p.m. Continued review of student work in the Team Room
- 7:00–9:00 p.m. Team dinner at the restaurant
- 9:00–10:00 p.m. Team debriefing and return to the hotel

Wednesday, March 13

- 8:00–9:00 a.m. Breakfast with the chair at the hotel
- 9:00–11:30 a.m. Continued review of exhibits and records, meeting with the library director, Barbara Bowley, and seminar observation (World Arch. 1, Design Comm. 2)
- 11:30 a.m.–12:30 p.m. Meeting with faculty members only (no program administrators) in the Hensel Board Room

12:30–1:30 p.m. Lunch with student representatives in the Cabrini Ballroom

1:30–6:00 p.m. Seminar observation (Pro Prac 1, Environmental Systems)
Complete review of exhibits and records

6:30–8:00 p.m. Team only dinner at a restaurant

8:00–11:00 p.m. Accreditation deliberations and drafting of the Visiting Team Report (VTR)

Thursday, March 14

8:00–9:00 a.m. Breakfast with the dean and chair and check-out of the hotel

9:15–10:15am Department-wide exit meeting with faculty and students in the Cabrini Ballroom

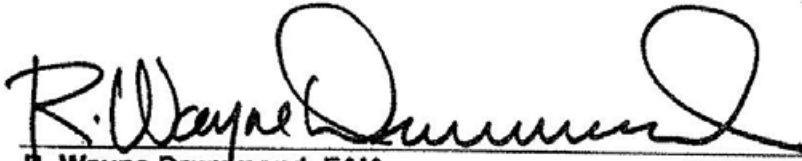
10:15–11:00 a.m. Exit meeting with the university president and vice-president for Academic Affairs in the president's conference room

11:00 a.m.–12:00 p.m. Exit meeting with the dean of Architecture and Design in the dean's conference room

12:00 p.m. Lunch and team member departures

IV. Report Signatures


Respectfully submitted,


R. Wayne Drummond, FAIA
Team Chair

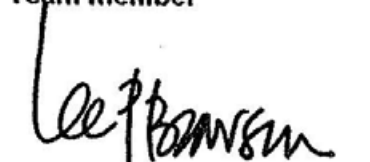
Representing the ACSA


Ronald L. Skaggs, FAIA
Team member

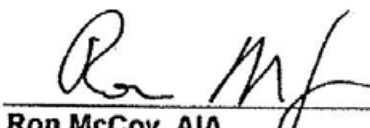
Representing the AIA


Christopher S. Reynolds
Team member

Representing the AIAS


Lee P. Bearsch, FAIA, AICP
Team member

Representing the NCARB


Ron McCoy, AIA
Observer

4.6 Annual Reports

4.6.1 2003 Woodbury Annual Report

2. Response to deficiencies identified in the Visiting Team Report

I. Summary of Team Comments

1. Team Comments

There have been recent and significant changes in the leadership of the program since the previous accreditation visit and it is evident that there is a need to clarify the administrative and academic processes of the multiple programs in order to ensure long-term academic and resource development.

In the fall semester of 2002 a new position was established to directly help the architecture program at Woodbury University. Debra Abel was hired to be Administrative Director of the San Diego Campus responsible for all non-academic issues associated with that location, working under the direction of the Vice President of Finance and Administration. At the same time Jay Nickels who was Interim Director of the San Diego program, returned to the main campus to his previous position as Assistant Chair of the Department of Architecture. Catherine Herbst was appointed Associate Chair of the department responsible for administering the curriculum in San Diego, under the direction of the department chair and the dean. In the past year the department chair spent at least four days per month during fall semester, and three days per month during spring to over see the transition to the re-organization.

4 Conditions Not Met

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.

The program remains resource-challenged and the concern still exists. The president is considering ways to restructure funding to better support the more successful programs (such as architecture) but is waiting to proceed until the arrival of the new Vice President of Academic Affairs in August.

5. Causes of Concern

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.

The dean, chair, associate chair and the executive director are working together with the Vice President of Enrollment Management and University Marketing to identify markets that will help us meet the goals of our strategic plan. Increased recruiting efforts in the past year have made a significantly positive impact in the last year.

The department chair is part of the committee to re-write strategic plan for development. The new plan includes support for specific academic programs, and supports deans, chairs and faculty in development activities.

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.

The structure of the architecture program has been refined to address this concern (see I.1 above). In addition, the deans sit on a newly established President's Council along with the vice presidents, the chief information officer, and the presidents of both the faculty and staff associations. At each council meeting a different department chair will be invited to give an update of the issues that surround their program. This council replaces the former cabinet, which included only the president and the vice president. It is expected that this new structure will provide a much stronger emphasis on academics in establishing university priorities.

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.

Two of the twenty-two members of the Board of Trustees are directly related to the architecture profession. With the support of the president, the dean is recruiting three additional potential trustees in related professions. One has been invited to be a member of the President's Executive Council, which is seen as a stepping stone to the board

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.

The university maintains a one-page ad in LA Architect, a magazine published by the Los Angeles chapter of the AIA. Each issue features a current student project from the architecture program or the interior architecture program. The work of architecture students or faculty has been featured on the home page of the university web site.

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 this program.

In 2002 the university established one completely new position (San Diego administrative director) and the president is committed to making the assistant chair position in Burbank / LA a full-time faculty/staff position before the end of 2003.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

1.2 Architecture Education and Students

Met Not Met

Although both the Woodbury student chapters of the AIAS and ARC have shown incredible strength in past years, their activity and membership have lost pace. Careful attention should be taken to ensure that San Diego students are encouraged to participate in the events and opportunities available through these student organizations.

During the 2002-2003 academic year the AIAS picked up great momentum at both campuses. Burbank / LA students organized events such as the Schindler debates at the Kings Road house and a barn raising. The San Diego students lobbied for and planned Woodbury's participation in a large downtown gallery crawl associated with the national AIA convention in May. While Woodbury sent representatives to the annual ELEA event in Costa Rica this year, ARC has not had the student interest of previous years and was virtually non-existent in San Diego. The administrative director is committed begin to funding ARC and AIAS activities in San Diego in the 2003-04 year.

4. Social Equity

Met Not Met

Woodbury University has a stated policy of not providing tenure. This is clearly understood by the faculty and staff. All compensation is regarded as low compared to national, regional, or competitive institutions. The intangible benefits at Woodbury have been seen to offset financial remuneration. Most faculty members state the spirit and true appreciation of the students as their reason for involvement with the Woodbury program. The institution also benefits from the wealth of high-quality professionals in the area wishing to teach. As a result the institution, the students, and the professionals benefit. In addition, the support of the faculty with technology, office space, assistants, and travel allowances to attend conferences is virtually nonexistent. The concern is the strong commitment to the program could deteriorate with relatively short notice and faculty members could choose to teach elsewhere. This would severely damage the program. A detailed study of appropriate support and financial remuneration of all faculty should be undertaken. Of particular concern is that the adjunct faculty members, which Woodbury depends on to a high degree, could with relatively short notice switch their loyalties.

There continues to be a regular turnover of adjunct faculty, which results in the need to search for, and train new faculty on an ongoing basis. The new academic vice president (due to start in August) has indicated willingness to doing such a detailed study.

5. Human Resources

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. At present, there is a small full-time faculty and a high dependence on adjunct faculty.

There are currently nine full-time faculty members including the chair and associate chair of the department, which hasn't added a new full-time since fall 2000 in San Diego. As many as sixty part-time faculty taught in the program this year at its various locations. Unless there is a notable surge in enrollment or new resources are identified, we are not expecting any additional full-time positions.

The faculty are very dedicated; however, it is recognized that the compensation levels, especially for adjunct faculty, are significantly below the national standards in which most institutions strive for equity 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.

Due to the national economic down turn and other university budget constraints, there have been no changes to compensation levels since the VTR was written. However, the university administration may be coming to the realization that it is not always appropriate to fund each of its programs on an equal basis, and that some programs need more technical and faculty development support than others. There is some measured optimism in the department that with the new academic vice president, some of these shortfalls can be effectively addressed in the coming two-year cycle.

Support staff is comparatively low and each of the administrators has heavy administrative responsibilities.

There have been no changes to the number of support staff during the past year. The administrative assistant that was assigned to solely to architecture is now also assigned to support interior architecture.

6. Human Resource Development

Met Not Met

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 historical evolution of the programs; the individuals involved; the previous agreements regarding position, title, and academic responsibility; and fiscal management.

The dean continues to oversee the management of all department budgets by their respective chairs. With the changes to the department structure in San Diego, the architecture department chair continues to manage the Burbank / LA academic budget and now has oversight of the of the associate chair's management of the San Diego academic budget. The dean and the architecture department chair also consult with the San Diego Administrative Director on the development and management of the non-academic budget for that campus.

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 fact 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 university considered, but decided against closing the Hollywood facility this year for financial reasons. It was established by the dean and the department that closing Hollywood would seriously constrain the Burbank /LA program's studio space needs to a level significantly below that provided in San Diego. Closing Hollywood would also remove the opportunity for a direct urban study experience for the Burbank / LA students (over two thirds of the department).

The focus must be on the equitable distribution of resources for both institutional and individual programs to support their development both 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 students, faculty, and staff.

The department has benefited by from new computers in its labs at both locations in the past year. The provision of a new administrative director position for the San Diego location and the willingness to make the assistant chair position in Burbank/LA a full-time faculty/staff position are special considerations for the architecture department. These decisions are tied, to some degree, to the program's continued success in enrollment, achievement, and accreditation.

7. Physical resources

Met Not Met
[X] []

The Woodbury architectural program is located in facilities at three locations:

1. The Burbank-Los Angeles campus
2. The San Diego campus
3. The Center for Community Research and Design (CCRD)

Within the three locations, space is currently sufficient to accommodate all program activities, although faculty offices at the Burbank campus are located in temporary quarters that are cramped, requiring faculty members to share offices. These offices are relatively remote from the architecture studios, are of poor quality, and are not conducive to student advising. In addition, many design studios at the Burbank campus would benefit from alterations providing for cross-ventilation.

A campaign is currently under way to raise funds for a new business classroom building / faculty center on the main campus. Schematic plans include individual offices for all full-time faculty, additional workspace for adjunct faculty and support staff. It is not anticipated that the faculty office situation will improve within the next four years. Meanwhile, two additional single offices are being planned for the existing faculty center, further reducing the adjunct faculty space.

A budget request was submitted this year to provide improved cross ventilation in A103 and A105. That request is pending.

The facilities in Burbank and San Diego are fully accessible. The Hollywood Studio, a special program as well as a somewhat temporary facility, is accessible only on the first floor; the offices and design studios on the upper floors are not. Accommodation in the past has been accomplished by rearranging program space. This does not fully meet Americans with Disabilities Act (ADA) standards.

Since the Hollywood facilities are on a month-to-month lease and there is still some discussion as to whether or not we are going to remain in them in the future, there are no current plans to make any changes

8. Information Resources

Met Not Met

The architectural collection serving the students of the San Diego campus is housed in and reinforced by the main campus library of Mesa College, which is a 20-minute drive from the Woodbury San Diego facilities. While this is not an inordinate distance and many of the San Diego students are familiar with the Mesa campus, having transferred from this program, these students may be better served by moving Woodbury's titles to the new San Diego building, which has ample space to house such a collection.

Plans are under way to transfer the collection from Mesa College to the Woodbury San Diego Facilities this summer.

9. Financial Resources

Met Not Met

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 program to reach critical institutional and community needs as well as private sector corporate industries.

The architecture faculty and the larger university community recognize that to maintain the department's continued growth, program-specific fundraising will be a requirement. The new strategic plan for development provides support for development roles for the dean, chairs and some faculty. With the arrival of the new academic vice president, the dean is expected to have increased support for her fund raising efforts where in the past, that support has been virtually non-existent.

11. Professional Degrees and Curriculum

Met Not Met

The APR does not provide a comprehensive description of the combined Mesa College-Woodbury curriculum and should provide this in the future.

Woodbury University maintains articulation agreements with several community colleges that are reviewed and renewed annually or bi-annually. Mesa College along with Southwestern College, Pasadena City College and East Los Angeles Community College all have a specified curriculum that satisfies the curricular requirements of the first two years of Woodbury's architecture program.

12. Student Performance Criteria

12.1 Verbal and Writing Skills

Met Not Met

There is evidence of the ability to succinctly convey complex analysis and concepts about the built environment in the studio assignments. This is nowhere more apparent than in the comprehensive degree project proposal and final presentation. Elsewhere in the curriculum, the emphasis on effective and professional communication could be taken a step further. Theory and History courses

could be taken beyond short-answer analysis and reading response towards a deeper and more protracted mode of synthesis in written communication. Logic, syntax, and grammar errors are evident at all levels of the curriculum, giving rise to a concern that this is a skill set to be carefully examined and fostered in every student.

Faculty who teach history and theory courses are being encouraged to move beyond short answer analysis in their course assignments and testing in order to better address the above concerns. It must be noted however that they are also challenged with large sections of students, no teaching assistants and low salaries.

The architecture program established a policy in 2000 that every design studio project is required to have a written component associated with it that is a well-researched statement of intent, argument or a critical position by which the success of the project may be judged. The faculty has bought into the policy more and more each year, and gradual improvement is seen in the progress towards more issue-oriented degree projects

12.3 Research Skills

Met Not Met

By the commencement of the comprehensive degree studio, students should have evolved a professional and thorough manner of investigation. Proper documentation of resources, however, is of some concern as many assignments are deficient in adequate acknowledgement of the data sources. This is not only relevant to maintaining standards of honesty but, more important, to ensuring the accurate and efficient retrieval of necessary data should the need arise to replicate the analysis.

Proper citation of resources has been reemphasized to both faculty and students at all levels of the program in studios and seminars alike. Special focus has been given beginning in the first year studio at Burbank/LA and the third year studio in San Diego to establish and maintain rigorous research practices.

12.7 Human Behavior

Met Not Met

The social issues of human behavior and the physical environment are clearly addressed in many of the studios in Burbank, Hollywood, and San Diego. HI 207 and HI 208 provide a broad understanding of civilization, but it is not evident that the issues of these courses are related to the design of the physical environment. Given the importance of human behavior issues throughout the curriculum, the program would benefit from core readings, presented in the appropriate course, on issues related to human behavior and the physical environment. The APR does not provide evidence of any readings that provide this basic awareness.

A special effort is being made to address and test the above concerns through the pairing of design studio with a seminar at three different places in the curriculum. AR 281 Studio 2A -Program and Space has been paired with AR 243 Materials and Methods which will study the phenomenological impact of materials. AR 383 Studio 3A House and Housing has been paired with AR 330 Theory of Architecture

which will be charged with touching on domestic behavioral issues of the public /private, community and family. AR 489 Urbanism has been paired with AR 334 Urban design theory, which will address human behavior and public space.

12.11 Non-Western Traditions

Met Not Met

The syllabus for the course does not indicate and lectures on non-Western architectural history or traditions.

The response in the APR identifies a number of special events and lectures but these are not a part of the core curriculum. The APR notes the challenge to identify qualified faculty but this challenge is not an unusual one. It should be possible for current faculty to gradually develop additional lectures, particularly in AR 267, to "enhance the awareness of parallel and divergent canons."

For the AR 267 course in spring 2003 two lectures on "Roman Concurrences" - taken from a chapter from Spiro Kostof's History of Architecture about things happening all around the world in 0 to 100 AD. We (quickly) covered Africa, India and the Americas. Two lectures were given about the history of Japanese architecture, focusing on traditional Japanese domestic architecture. The field trip to the Huntington Gardens to hear a lecture by the designer of the new traditional Chinese Garden (biggest outside China). A paper was assigned about the Japanese house at the Huntington Gardens. This building was built in 1893 for the World's Fair in 1893. It's full scale and open to be seen by public. This worked out very well. Students were able to see it for themselves, describe it, sketch it, and research it.

12.22 Building Systems Integration

Met Not Met

Although a variety of courses teach students the systems that make up a building and the importance of coordinated system integration, individual degree projects vary in exhibiting the consideration of environmental systems and life safety systems in the framework of the building design. This condition is met at a minimum and needs further development within the program.

In the 2002-03 year the systems integration course at Burbank / LA had much stronger organization by the faculty. There were many field trips and the students were able to translate the material into their degree projects. Special attention is being given to adjusting the course in San Diego to follow the new northern model.

12.29 Comprehensive Design

Met Not Met

Students are capable of disciplined and thorough investigation and presentation of projects that vary in approach from ordered and sublime to novel and frenetic. The coursework shows a path of evolution towards the final comprehensive degree project in which students employ a range of systems and urban considerations in addressing the spatial resolution of programmatic needs. While the selection of materials and assemblies is evident, the resolution of wall sections

is lacking and needs to be addressed with the inclusion of large-scale wall sections as a studio project requirement.

Students are now required to provide large-scale detailed wall sections or sectional models at least three places in the curriculum. First in AR 281 Design Studio 2A Program and Space, students develop a small building with a special focus on building systems of structure, material finish, circulation and natural daylighting. Next in AR 384 Design Studio 3B Structure, Systems, Space and Form, which is the first comprehensive studio with a special focus on alternative energy systems. Finally, in AR 492 Degree Project, the requirements are to provide a large-scale section that demonstrates systems integration.

3. Summary of changes that have been made in the accredited program

In the summer of 2002, the Dean of Architecture and Design and the Chair of Architecture were invited to travel to Korea to visit Woosong University in Taejon.

A memorandum of understanding was signed by the two university's establishing an exchange program for design and architecture students.

In the fall semester of 2002 a new position was established to directly help the architecture program at Woodbury University. Debra Abel was hired to be Administrative Director of the San Diego Campus responsible for all non-academic issues associated with that location, working under the direction of the Vice President of Finance and Administration. At the same time Jay Nickels who was Interim Director of the San Diego program, returned to the main campus to his previous position as Assistant Chair of the Department of Architecture. Catherine Herbst was appointed Associate Chair of the department responsible for administering the curriculum in San Diego, under the direction of the department chair and the dean. In the past year the department chair spent at least four days per month during fall semester, and three days per month during spring to over see the transition to the re-organization.

In fall 2002 Ten new PC computers were added to San Diego's computer lab on the second floor and a second lab was established on the third floor. All 17 of the PC computers in the Burbank/LA architecture lab were replaced.

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.

In spring and summer 2003 tenant improvements are being made to the second and third floor corridors of the San Diego facility. In addition several faculty offices were moved from the second to the third floor and a receptionist area was established on the second floor.

After a national search, Nick Roberts was hired to fill a full-time faculty position at rank of Associate Professor. The position is being held on an interim basis by Vic Liptak. With Jennifer Siegal returning from her leave of absence, Jennifer Lee will also lose full time status. Jeanine Centuori was promoted to Full Professor. Teddy Cruz was promoted to Associate Professor

AR 330, Theory of Architecture was moved from second semester, second year to first semester third year because it was felt the course content should have upper division status and expect a higher level of performance of the students.

In a related move, FN 205, History of Contemporary Art, one of the department's general education requirements was moved from third year to second year with two things in mind. First it might help

students be prepared to think more deeply about architectural theory if they are first introduced to the context of contemporary art. Second, transfer students can take the course at a community college.

4.6.2 2004 Woodbury Annual Report

2. Response to deficiencies identified in the 2002 Visiting Team Report

III. Summary of Team Comments

1. Team Comments

There have been recent and significant changes in the leadership of the program since the previous accreditation visit and it is evident that there is a need to clarify the administrative and academic processes of the multiple programs in order to ensure long-term academic and resource development.

The changes discussed in the 2003 Annual Report are still in place.

Under the direction of the Vice President of Academic Affairs (Dr. David Rosen), the Dean of the School of Architecture and Design (Heather Kurze) oversees the administration of the school's five departments: Animation, Architecture, Fashion Design, Graphic Design, and Interior Architecture. In addition to academic oversight and advocating for the school's programs, the dean's responsibilities include long-term academic and resource development and community outreach. The position is a full-time administrative position.

The San Diego Administrative Director (Debra Abel), now under the supervision of the vice president of Academic Affairs and the dean of Architecture and Design, is responsible for all non-academic issues associated with managing that location including enrollment, marketing, and facilities management. The position is a full-time administrative position.

The Architecture Department Chair (Norman Millar) is responsible for the academic leadership and management of the department at all of its locations including oversight of the budget, delivery of the curriculum, hiring, recruiting, advising, special and new programs and some community outreach. The position is a $\frac{3}{4}$ -time administrative position.

The Architecture Department Associate Chair (Catherine Herbst), working in conjunction with the department chair, is responsible for the day-to-day academic leadership at the San Diego campus including oversight of the budget, delivery of the curriculum, hiring, recruiting, advising, special and new programs and some community outreach. The position is a $\frac{1}{2}$ -time administrative position.

The Assistant Chair (Jay Nickels) assists the department chair in the day-to-day management at the Burbank / LA campus including oversight of the budget, delivery of the curriculum, hiring, recruiting, advising, special programs and some community outreach. The position is a $\frac{1}{2}$ -time administrative position.

The Coordinator of the Hollywood Center for Research and Design (Jeanine Centuori) is responsible for the oversight of all programs, exhibitions, community outreach and day-to-day facilities management for the Center. The position is a $\frac{1}{4}$ -time administrative position.

The History Theory Coordinator (Paulette Singley) is responsible for the oversight of history and theory courses including recommending potential faculty and mentoring on-going faculty. The position is a $\frac{1}{8}$ -time administrative position.

Beginning in the fall of 2004 the Shop Coordinator (Vic Liptak) will be responsible for the direction and management of the shops at both locations, including shop safety, training, part-time shop assistants, tool and machine acquisition, maintenance and repair. Responsibilities also include annual oversight of the Wedge Gallery. The position will be a $\frac{1}{2}$ -time administrative position.

Beginning in the fall of 2004 the Study Abroad Coordinator (Gerard Smulevich) will be responsible for the oversight of study abroad programs including budgeting, travel planning logistics, and potential new program development. The position will be a $\frac{1}{8}$ -time administrative position.

Beginning in the 2004-2005 academic year a departmental hiring committee will be established consisting of faculty from both campuses. The committee will advise the chair and associate chair on both part-time and full-time hiring.

4 Conditions Not Met

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.

The program continues to grow and while the university has made some significant gains in this area, the program in many ways remains resource-challenged and the concern of the visiting team is still warranted.

In the past academic year, the growing enrollment in Burbank/LA required a significant increase in the allotment for adjunct salaries, with a greater than 18% increase in the Burbank/LA budget overall. The San Diego budget on the other hand was reduced 3.5%, possibly as a result of the lower enrollment there last fall.

The department chair has received a ¼-time increase in course release to compensate for the workload of the position as well as an increased stipend to acknowledge the increased responsibilities surrounding the pending addition of post-professional degrees in San Diego and Burbank/Los Angeles.

A new full-time faculty position was established with course release to coordinate the shop.

The full-time faculty all enjoyed more travel opportunities than any year in the past five years. Two members of the architecture faculty received grants from the Faculty Development Committee this year. Two members of the architecture faculty were granted sabbatical leave for the coming year.

5. Causes of Concern

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 Woodbury University as to the aspirations of the institution with regard to enrollment goals and resource and development potential.

While there is clear evidence that the School of Architecture and Design houses all of the flagship programs at the university, namely the departments of Architecture, Fashion Design and Interior Architecture, the university continues to place a high priority in associating its identity with the School of Business and Management. This is due in part to the history of the institution and to the constituency of the Board of Trustees, which is heavily weighted towards business.

University space management is not tied to enrollment targets and realities. As all of the departments in the School of Architecture and Design continue to grow and approach their maximum enrollment goals, adequate studio space for each of the programs is becoming a more serious problem. Even though the Burbank/LA architecture enrollment is growing, one large studio space had to be forfeited to accommodate the growing animation and interior architecture programs. In San Diego there is room for an additional 50 students and some effort is being made to transfer architecture students to that location upon admission.

There are currently sixteen full-time faculty in the School of Architecture and Design, including the nine in architecture. The dean projects that by the 08-09 academic year, all departments will have met their enrollment goals and by 2010 an additional seventeen faculty will be needed, including six in architecture.

In the fall of 2004 the departments of animation, architecture and interior architecture will each receive a new full-time faculty line. In the summer of 2003, two new PC stations were added to the architecture computer lab.

However the pace of the growing enrollment throughout the School of Architecture and Design is not reflected in the pace of added full-time faculty, computer labs and support staff. The dean continues to share an administrative assistant with two other deans. The administrative assistant previously assigned solely to the architecture department is now shared with the interior architecture department.

The Admissions Office has established the Woodbury Prize Scholarship for the architecture department for half tuition for one student each from East Los Angeles College and Pasadena City College. The winning students must have successfully completed the two-year architecture program at these institutions and submit the strongest architecture portfolio as judged by the Woodbury faculty. The program is so successful that it is being extended to students from the architecture programs at Mesa, Palomar, Orange Coast and Southwestern community colleges as well as the college of DuPage.

A gift from the Frankel Foundation has made it possible to offer partial scholarships to two to three foreign architecture students per year.

Other than the Woodbury Prize and the Frankel Scholarships, there is no dedicated endowment for design merit scholarships.

A gift of \$250,000 was received from the Jean Woodbury estate this year to establish an endowment for architecture scholarships. It is expected that the gift will be used for budget relief for those architecture scholarships already being awarded.

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.

The degree of autonomy of the architecture program required for accreditation is a concern at the level of the chair, the dean, and the academic vice president.

While the architecture department continues to refine and clarify the lines of academic and administrative responsibility within the program (see I.1 above), as those lines extend from the school, the responsibilities are clouded.

With the arrival of the new vice president of Academic Affairs, the President's Council as described in last year's report was reconfigured back into the President's Cabinet without the deans or the presidents of the Faculty and Staff Associations. The cabinet meets on a weekly basis and the deans and presidents of the Faculty and Staff Associations are now invited to attend only once a month. The result is that the senior academic representatives are not as engaged in the ongoing cabinet conversations, calling into question the previous intention to put a stronger emphasis on academics in establishing university priorities.

It was the understanding of the entire university community that the new vice president of Academic Affairs (VPAA) would become the senior vice president, second only to the president in authority. However on numerous occasions in the past year the vice president of finance has overruled the VPAA's support for the dean's initiatives on behalf of the architecture program. With respect to human resources, budgetary and space allocation issues, the dean's role in representing the School of Architecture and Design at the level of the upper administration has become unclear and compromised. The faculty personnel policy leaves the dean with little influence on the decisions of the personnel committee (which is made up solely of faculty from all three schools).

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.

Two of the twenty-two members of the Board of Trustees are directly related to the architecture profession and one to the fashion industry. In the past year, due to a change in leadership in the Office of University Advancement, there has been no progress in recruiting additional potential trustees in professions related to the School of Architecture and Design. The new Vice President of University Advancement (Rick Nordin) has taken a strong interest in the School of Architecture and Design and is working with the dean to make progress in this area.

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.

The university maintains a one-page ad in LA Architect, a magazine published by the Los Angeles chapter of the AIA. Each issue features a current student project from the architecture program or the interior architecture program. The work of architecture students or faculty has been featured on the home page of the university web site.

In conjunction with the other departments in the School of Architecture and Design as well as the marketing department in the School of Business and Management, the architecture department is looking at ways to develop a school store at the Center of Research and Design storefront on Hollywood Boulevard.

In spite of these initiatives, it seems that the university does not fully comprehend the importance of the above concern of the visiting team. Additional funding needs to be allocated to the school to support annual publications, exhibitions and faculty and student projects, which could be used in university fundraising and resource development efforts.

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 this program.

As mentioned in previous sections, a new full-time faculty line will be added to the department beginning in the fall of 2004.

A new category of faculty called "participating adjunct" has been approved by the faculty senate and should be in place as early as the fall of 2004. The department chair in consultation with the department faculty will name instructors who hold title. The participating adjunct will receive a yearlong contract and be subject to a performance review by the chair and faculty of the department. They will be paid a stipend for additional non-teaching services to the university. Their salaries will be the same as other adjunct faculty and they will not receive benefits.

IV. Compliance with the Conditions for Accreditation

2. Program Response to the NAAB Perspectives

1.2 Architecture Education and Students

Met Not Met

[X] []

Although both the Woodbury student chapters of the AIAS and ARC have shown incredible strength in past years, their activity and membership have lost pace. Careful attention should be taken to ensure that San Diego students are encouraged to participate in the events and opportunities available through these student organizations.

During the 2003-04 academic year the AIAS picked up great momentum at both campuses. The Burbank/LA CLEA (Council of Latin American Architecture Students) has seen renewed student interest to the level of previous years on the Burbank/LA campus.

A group of students from AIAS and CLEA with representatives from both campuses created a petition and staged a well-organized demonstration in support of the adjunct faculty. Specifically the group cited NAAB concerns regarding faculty burnout and the ratio of full-time faculty to students. Their appeal to the university community convinced the president to fund a new full-time faculty position with course release to administer the shops and the Wedge Gallery.

The architecture faculty agreed to have student representatives on the faculty search committee as well as attending the regular faculty meetings beginning in the 2004-05 academic year.

4. Social Equity

Met Not Met

[X] []

Woodbury University has a stated policy of not providing tenure. This is clearly understood by the faculty and staff. All compensation is regarded as low compared to national, regional, or competitive institutions. The intangible benefits at Woodbury have been seen to offset financial remuneration. Most faculty members state the spirit and true appreciation of the students as their reason for involvement with the Woodbury program. The institution also benefits from the wealth of high-quality professionals in the area wishing to teach. As a result the institution, the students, and the professionals benefit. In addition, the support of the faculty with technology, office space, assistants, and travel allowances to attend conferences is virtually nonexistent. The concern is the strong commitment to the program could deteriorate with relatively short notice and faculty members could choose to teach elsewhere. This would severely damage the program. A detailed study of appropriate support and financial remuneration of all faculty should be undertaken. Of particular concern is that the adjunct faculty members, which Woodbury depends on to a high degree, could with relatively short notice switch their loyalties.

The adjunct and full-time faculty salaries remain significantly below regional and national averages. With at least four of the other architecture programs in the local region paying higher salaries, there are some challenges in maintaining the loyalty of the adjunct faculty in particular. There continues to be a regular turnover of adjunct faculty, which results in the need to search for and train new faculty on an ongoing basis. There still has not been a study of appropriate faculty support and remuneration as suggested above by the visiting team.

5. Human Resources

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. At present, there is a small full-time faculty and a high dependence on adjunct faculty.

As many as fifty-two part-time faculty taught in the program this year. There are currently nine full-time faculty in architecture. In the fall of 2004, architecture will receive one new full-time faculty line, bringing the total to ten. As the program continues to approach its enrollment goals we are told by the Office of Academic Affairs we can expect five to seven additional full-time positions in the next six years.

The faculty are very dedicated; however, it is recognized that the compensation levels, especially for adjunct faculty, are significantly below the national standards in which most institutions strive for equity 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.

There was a cost of living increase in university salaries this past January, which is the first increase since the VTR was written. An Increase in January of 2005 is dependent on meeting projected enrollment in the fall of 2004. This year there was a small improvement in faculty development support in the way of travel funding and new computers for the architecture faculty in particular. There is some measured optimism in the department that with the new academic vice president, some of these shortfalls can continue to be effectively addressed in the coming two-year cycle.

Support staff is comparatively low and each of the administrators has heavy administrative responsibilities.

There have been no changes to the number of support staff during the past year. The administrative assistant who was assigned to solely to architecture is now also assigned to support interior architecture.

6. Human Resource Development

Met Not Met
[X] []

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 historical evolution of the programs; the individuals involved; the previous agreements regarding position, title, and academic responsibility; and fiscal management.

The dean continues to oversee the management of all department budgets by their respective chairs. The architecture department chair continues to manage the Burbank/LA academic budget and has oversight of the associate chair's management of the San Diego academic budget. The dean and the architecture department chair also consult with the San Diego administrative director on the development and management of the non-academic budget for that campus. As mentioned previously, the ability of the chair, the dean, and the vice president of Academic Affairs to act autonomously on behalf of the architecture program has been called into question by the Business Office on a regular basis during the 2003-2004 year.

The focus must be on the equitable distribution of resources for both institutional and individual programs to support their development both 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 students, faculty, and staff.

At least half of the full-time faculty received new personal computers in the past year. A new assistant director of admissions was hired for the San Diego campus.

7. Physical resources

Met Not Met
[X] []

The Woodbury architectural program is located in facilities at three locations:

- 4. *The Burbank-Los Angeles campus***
- 5. *The San Diego campus***
- 6. *The Center for Community Research and Design (CCRD)***

Within the three locations, space is currently sufficient to accommodate all program activities, although faculty offices at the Burbank campus are located in temporary quarters that are

cramped, requiring faculty members to share offices. These offices are relatively remote from the architecture studios, are of poor quality, and are not conducive to student advising. In addition, many design studios at the Burbank campus would benefit from alterations providing for cross-ventilation.

The campaign currently to raise funds for a new classroom building for the School of Business and Management has not made progress in the past year and has been put on hold. Meanwhile, all five of the design programs on the Burbank/LA campus are suffering from a lack of adequate studio space. The dean of the School of Architecture and Design has been given the go-ahead to look for funding for a new two-story architecture/animation building that, when completed, could accommodate most of the space challenges of the school except in Fashion Design.

Two additional single offices were added to the faculty center last summer, further reducing the open adjunct faculty space. The rest of that space will be modified into four more additional offices this summer, two of which are to be dedicated to full-time faculty.

The request submitted last year to provide improved cross-ventilation in the A103 and A105 studios, where up to 120 second and third year students have dedicated space, has still not been funded. An additional request to provide electronic access to all studio spaces in Burbank/LA and Hollywood has not yet been funded.

Studios at all of the university's locations except Hollywood were outfitted with wireless internet capability.

The facilities in Burbank and San Diego are fully accessible. The Hollywood Studio, a special program as well as a somewhat temporary facility, is accessible only on the first floor; the offices and design studios on the upper floors are not. Accommodation in the past has been accomplished by rearranging program space. This does not fully meet Americans with Disabilities Act (ADA) standards.

Since the Hollywood facilities are on a month-to-month lease there are no current plans to make any changes.

8. Information Resources

Met Not Met

[X] []

The architectural collection serving the students of the San Diego campus is housed in and reinforced by the main campus library of Mesa College, which is a 20-minute drive from the Woodbury San Diego facilities. While this is not an inordinate distance and many of the San Diego students are familiar with the Mesa campus, having transferred from this program, these students may be better served by moving Woodbury's titles to the new San Diego building, which has ample space to house such a collection.

Improvements to the space for the San Diego library were completed in the spring of 2004. The transfer of the collection from Mesa College to the downtown San Diego facilities will be complete by the fall of 2004.

9. Financial Resources

Met Not Met

[X] []

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 program to reach critical institutional and community needs as well as private sector corporate industries.

The architecture faculty and the larger university community recognize that to maintain the department's continued growth, program-specific fundraising will be a requirement. The new strategic plan for development calls for support for development roles for the dean, chairs and some faculty. While the new vice president of the

Office of University Advancement seems supportive of the School of Architecture and Design, there was not a substantial change in funding allotted for development in the 2004-05 budget.

11. Professional Degrees and Curriculum

Met Not Met
[X] []

The APR does not provide a comprehensive description of the combined Mesa College-Woodbury curriculum and should provide this in the future.

Woodbury University maintains articulation agreements with several community colleges that are reviewed and renewed annually or bi-annually. Mesa College, Southwestern College, Pasadena City College, Orange Coast College, East Los Angeles College and San Francisco City College all have a specified curriculum that satisfies the curricular requirements of the first two years of Woodbury's architecture program.

3. Summary of changes that have been made in the accredited program

Faculty Advancement

Jennifer Siegal was promoted to Full Professor.

Mini studio

Starting in the fall of 2004 the architecture faculty has agreed to try out a new concept referred to as the "mini studio". The 3-unit mini studios meet for half the time of a standard upper division 6-unit studio. The advanced studios are focused on a contemporary issue from a wide multi-disciplinary area of design. Students have the option of substituting two mini studios for one 6-unit fourth or fifth year topic studio.

Expanding travel and study abroad programs

In the summer of 2002, the dean of Architecture and Design and the chair of Architecture were invited to travel to Korea to visit WooSong University in Daejeon. The two universities signed a memorandum of understanding establishing an exchange program for design and architecture students. Three WooSong students attended Woodbury in the spring semesters of 03 and 04. Sixteen students will accompany the chair and associate chair to the first summer program in Korea during the summer of 04. The visit will include time in Seoul, towns near the DMZ, Busan and Fukuoka, Japan.

The Barcelona/Paris program has two sections of twelve students during the summer of 04. One section will go to Berlin after Barcelona rather than Paris.

A group of twenty students and two faculty in a summer 04 sustainable topic studio will travel to Chile for ten days from the Burbank/LA campus.

A group of twenty students and two faculty in a summer 04 sustainable topic studio will travel throughout the American West for ten days from the Burbank/LA campus.

A group of 15 students and two faculty in a fall 04 topic studio will travel to Rome for ten days from the Burbank/LA campus.

All studios, and especially traveling studios, are promoted to students from both campuses.

San Diego progress

After two years operating under the new leadership structure, Woodbury San Diego is showing solid signs of progress and growth. While some of the administrative shortfalls that might be associated with a remote campus still persist, there has been a significant improvement in the level of student satisfaction. Starting in the fall of 2004 the program will be extended to include all five years of the Woodbury architecture curriculum

The outstanding lecture series continues to serve the entire San Diego architectural community and this year Woodbury co-sponsored two lectures with the New School of Architecture

The associate chair has been successfully cultivating new adjunct faculty. The administrative director has established a new student forum to help students air their concerns and ideas.

The tenant improvements being made to the second and third floor corridors that were started in the summer of 2003 were completed over the winter break. They included new lighting, carpeting, painting and a reconfigured lobby area. The teaching computer lab was remodeled and a new library and reading room was established in a former administrative office area (the holdings are being transferred from Mesa College this summer).

Architecture endowment

With an initial gift from the Jean Woodbury estate, the university has established a portion of its endowment to be earmarked specifically for the architecture program. The gift, which is equivalent to 3.5% of the current university endowment, is to be dedicated to scholarships for architecture students.

New post-professional graduate programs

M.Arch RED

The architecture faculty have approved a three-semester Master of Architecture in Real Estate Development for Architects at the San Diego campus. Submittal to the curriculum committee for approval is planned for the fall of 2004 with an initial cohort of 10-16 students expected in the fall of 2005.

M.Arch CS

The architecture faculty have been developing a three-semester Master of Architecture in Case Studies. It focuses on urban and suburban design typologies that currently fall under the purview of developers. It explores how new technologies and materials can transform development, and how digital media can facilitate development.

4.6.3 2005 Woodbury Annual Report

2. Response to deficiencies identified in the 2002 Visiting Team Report

V. Summary of Team Comments

1. Team Comments

There have been recent and significant changes in the leadership of the program since the previous accreditation visit and it is evident that there is a need to clarify the administrative and academic processes of the multiple programs in order to ensure long-term academic and resource development.

The changes discussed in the 2003 and 2004 Annual Reports are still in place.

Under the direction of the Vice President of Academic Affairs (Dr. David Rosen), the Dean of the School of Architecture and Design (Heather Kurze) oversees the administration of the school's five departments: Animation, Architecture, Fashion Design, Graphic Design, and Interior Architecture. In addition to academic oversight and advocating for the school's programs, the dean's responsibilities include long-term academic and resource development and community outreach. The position is a full-time administrative position.

The San Diego Administrative Director (Debra Abel), now under the supervision of the vice president of Academic Affairs and the dean of Architecture and Design, is responsible for all non-academic issues associated with managing that location including enrollment, marketing, and facilities management. Currently, there are considerations being made to elevate the three-year old administrative position to a senior level administrative position equivalent to CEO chief executive officer for San Diego.

The Architecture Department Chair (Norman Millar) is responsible for the academic leadership and management of the department at all of its locations including oversight of the budget, delivery of the curriculum, hiring, recruiting, advising, special and new programs and some community outreach. The position is a $\frac{3}{4}$ -time administrative position.

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The Assistant Chair (Jay Nickels) assists the department chair in the day-to-day management at the Burbank / LA campus including oversight of the budget, delivery of the curriculum, hiring, recruiting, advising, special programs and some community outreach. The position is a $\frac{1}{2}$ -time administrative position.

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A departmental hiring committee was established consisting of faculty and students from both campuses. The committee advised the chair and associate chair on full-time hiring.

4 Conditions Not Met

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.

The program continues to grow and while the university has made some significant gains in this area, the program remains resource-challenged and the concern of the visiting team is still warranted.

The enrollment in the department was highest in history at both locations with 300 in Burbank-LA and over 100 in San Diego. Because of space constraints enrollment for the 2005-06 year was capped for Burbank-LA, a first for the architecture program. Never the less, enrollment in Burbank/LA is projected to be 310-320 and in San Diego 130-140 in the coming academic year.

The new full-time faculty position established in the fall of 2004 with course release to coordinate the shop was permanently filled in the spring of 2005.

The full-time faculty continued to enjoy more travel opportunities than in the years immediately prior to and after the 2002 NAAB visit. Four members of the architecture faculty received grants from the Faculty Development Committee this year (two last year). Two members of the architecture faculty took sabbatical leave in the past year and two more were granted sabbatical leave for the coming year.

5. Causes of Concern

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 Woodbury University as to the aspirations of the institution with regard to enrollment goals and resource and development potential.

The university has historically placed a high priority in associating its identity with the School of Business and Management. This is due in part to the history of the institution and to the constituency of the Board of Trustees, which is heavily weighted towards business. Since there is clear evidence that the School of Architecture and Design currently houses all of the flagship programs at the university, namely the departments of Architecture, Fashion Design and Interior Architecture, the Board is coming to the realization that Architecture and Design has great resource and development potential. In fact donors have shown more support for programs in Architecture and Design in the past year.

Until the 2004-05 academic year, University space management has not been tied to enrollment targets and realities. All of the departments in the School of Architecture and Design continued to grow and approach their maximum enrollment goals and the availability of adequate studio space for each of the programs has become a serious problem.

In the spring semester of 2005 the president established the Space Planning Committee to advise him on space issues from modifications to existing space, to the creation of new space. For the first time the admissions office established enrollment limits for architecture (in Burbank--LA), interior architecture, and fashion design due to limitations in available studio space.

In San Diego where there is room for an additional 50 architecture students, the effort to transfer Burbank-LA students down there, as well as to encourage new transfer students to enroll at that location has been moderately successful.

The pace of the growing enrollment throughout the School of Architecture and Design may not be directly reflected in the pace of added full-time faculty, computer labs and support staff, but there have been some improvements:

In the spring of 2005, the capacity of the architecture computer lab was doubled with an additional 20 PC stations and a new plotter to accommodate increased enrollment in architecture and interior architecture.

The dean of Architecture and Design is no longer required to share an administrative assistant with two other deans. While the administrative assistant previously assigned solely to the architecture department is now shared with the interior architecture department, an additional faculty assistant position has been created for the coming year.

Starting in the fall of 2005, there will be twenty-three full-time faculty in the School of Architecture and Design, including the ten in architecture. The dean projects that by the 08-09 academic year, all departments will have met their enrollment goals and by 2010 an additional ten faculty will be needed, including five in architecture.

This year's \$25,000 gift from the Frankel Foundation was diverted away from the international architecture student scholarship fund and towards the capital campaign for the new architecture and animation studio building. Starting in fall of 2005 the Maxine Frankel Award Program will fund at least \$50,000 per year (in perpetuity) in student and faculty awards and honorariums for the School of Architecture and Design. Students, faculty and programs in the Department of Architecture are expected to receive up to half of the awards.

Approximately \$22,000 in additional miscellaneous donations were given, by practitioners, faculty, alumni, members of the board of trustees, and Toyota Motor Sales to support, the lecture series, student scholarships, design-build projects and library acquisitions in architecture.

A gift of \$1,000,000 is expected from renowned architectural photographer Julius Shulman in the coming year. Half of that donation is to fund the new Julius Shulman Institute within the School of Architecture and Design. The other half is to go towards a new 14,000 sq ft architecture and animation studio building that will house the institute.

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.

The degree of autonomy of the architecture program required for accreditation has improved since the last visit but is still a concern at some levels of the administration.

While the architecture department continues to refine and clarify the lines of academic and administrative responsibility within the program (see I.1 above), as those lines extend from the school, the responsibilities are being clarified.

David Rosen, Vice President of Academic Affairs (VPAA) is now considered senior vice president in the administration having authority over other vice presidents and cabinet officers. This decision reflects a hopeful note that the university is putting a priority on academic affairs.

With respect to human resources, budgetary and space allocation issues, the dean's role in representing the School of Architecture and Design at the level of the upper administration remains unclear and still seems compromised. The faculty personnel policy leaves the dean with little influence on the decisions of the personnel committee (which is made up solely of faculty from all three schools).

The appointment of a new dean of the School of Business and Management (a position which had been vacant for several years) the resignation of the dean of the School of Arts and Sciences, and the decision by the VPAA to leave that position unfilled may have the positive effect of clarifying the authority and responsibilities of the deans in the coming year.

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.

Two of the twenty-two members of the Board of Trustees are directly related to the architecture profession and one to the fashion industry. In the past year, one potential new trustee (supportive of architecture) was invited to join the president's council, a precursor to the board of trustees. The Vice President of University Advancement (Rick Nordin) has taken a strong interest in the School of Architecture and Design and working with the dean and the chair, has made progress in development supportive of the school.

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.

The university continues to maintain a one-page ad in LA Architect, a magazine published by the Los Angeles chapter of the AIA. Each issue features a current student project from the architecture program or the interior architecture program. The work of architecture students or faculty has been featured on the home page of the university web site.

In conjunction with the other departments in the School of Architecture and Design as well as the marketing department in the School of Business and Management, the architecture department is looking at ways to develop a school store/gallery at the Center of Research and Design storefront on Hollywood Boulevard. In a fall semester 2004 multi-disciplinary design-build mini studio, students designed and fabricated in-store display fixtures. In a spring semester 2005 seminar, design students and business students worked together to produce a business plan for the store in Hollywood currently called WURD (Woodbury University Research and Design).

From time to time, the university web site features the accomplishments or awards of the architecture faculty and students. In spite of these initiatives, it seems that the university still does not fully comprehend the importance of the above concern of the visiting team. Additional funding needs to be allocated to the school to support annual publications, exhibitions and faculty and student projects, which could be used in university fundraising and resource development efforts.

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 this program.

The new category of faculty called "participating adjunct" has been approved by the faculty senate and will be fully implemented in fall 2005. The department chair will name instructors who hold title. The participating adjunct will receive a yearlong contract and be subject to a performance review by the chair and faculty of the department. They will be paid a stipend for additional non-teaching services to the university. Their salaries will be the same as other adjunct faculty and they will not receive benefits. The department of architecture had one participating adjunct in 2004-05 but is not slated to have anyone named in that category in the coming year.

VI. Compliance with the Conditions for Accreditation

3. Program Response to the NAAB Perspectives

1.2 Architecture Education and Students

Met Not Met
[X] []

Although both the Woodbury student chapters of the AIAS and ARC have shown incredible strength in past years, their activity and membership have lost pace. Careful attention should be taken to ensure that San Diego students are encouraged to participate in the events and opportunities available through these student organizations.

During the 2004-05 academic year the AIAS picked up great momentum at both campuses. The Burbank/LA CLEA (Council of Latin American Architecture Students) has seen renewed student interest to the level of previous years on the Burbank/LA campus. The AIAS/CLEA group in Burbank-LA organized the annual Grand Critique event in April 2004, designing the poster, arranging for space in the new Woody's Café and throwing a barbeque afterward. They are organizing the annual Schindler Debates for fall 2005 to be held at Schindler's Kings Road house. The group has organized a one-week student trip to Buenos Aires in the fall in lieu of attending the annual CLEA/Elea event in Havana Cuba this year.

The Architecture Student Forum, which was initiated on the San Diego campus in the 2003-04 year, was so successful that a Burbank-LA branch was initiated. Led by a student, the forum at each location is made up of one or two students from each section of design studio. The forum for each campus met once a month with faculty representatives to air student concerns and ideas and to offer input on departmental needs and issues.

For the first time, student representatives from both campuses successfully participated on the faculty search committee in two faculty searches in 2004-05. In addition, a student from each campus was invited to attend the regular faculty meetings during the year representing the issues and concerns of the two branches of the Architecture Student Forum.

4. Social Equity

Met Not Met
[X] []

Woodbury University has a stated policy of not providing tenure. This is clearly understood by the faculty and staff. All compensation is regarded as low compared to national, regional, or competitive institutions. The intangible benefits at Woodbury have been seen to offset financial remuneration. Most faculty members state the spirit and true appreciation of the students as their reason for involvement with the Woodbury program. The institution also benefits from the wealth of high-quality professionals in the area wishing to teach. As a result the institution, the students, and the professionals benefit. In addition, the support of the faculty with technology, office space, assistants, and travel allowances to attend conferences is virtually nonexistent. The concern is the strong commitment to the program could deteriorate with relatively short notice and faculty members could choose to teach elsewhere. This would severely damage the program. A detailed study of appropriate support and financial remuneration of all faculty should be undertaken. Of particular concern is that the adjunct faculty members, which Woodbury depends on to a high degree, could with relatively short notice switch their loyalties.

The adjunct and full-time faculty salaries remain significantly below regional and national averages. There still has not been a study of appropriate faculty support and remuneration as suggested above by the visiting team. With at least four of the other architecture programs in the local region paying higher salaries, there are some challenges in maintaining the loyalty of the faculty, adjuncts in particular. There continues to be a regular turnover of adjunct faculty, which results in the need to search for and train new faculty on an ongoing basis. Teddy Cruz was offered a highly supported position and a financial package at the University of California that Woodbury could not match. His choice to take the position is a blow to the architecture program and to the San Diego campus in particular.

5. Human Resources

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. At present, there is a small full-time faculty and a high dependence on adjunct faculty.

As many as fifty-six part-time faculty taught in the program this year. There are currently ten full-time faculty in architecture. As the program continues to approach its enrollment goals we are told by the Office of Academic Affairs we can expect five to seven additional full-time positions in the next five years.

The faculty are very dedicated; however, it is recognized that the compensation levels, especially for adjunct faculty, are significantly below the national standards in which most institutions strive for equity 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.

There is measured optimism in the department that with the support of the dean and the academic vice president, some of the above shortfalls can continue to be effectively addressed in the coming two-year cycle. The administration is at least admitting that the adjunct salaries are low. The department chair received a stipend increase due to his increased responsibilities in developing and implementing the new graduate program in San Diego. There was a cost of living increase in university salaries this past January, the second since the VTR was written. An Increase in January of 2006 is dependent on meeting projected enrollment in the fall of 2005. This year saw the largest level of faculty development support for the department in the history of that awards program.

Support staff is comparatively low and each of the administrators has heavy administrative responsibilities.

There have been no changes to the number of support staff during the past year, but a new administrative assistant is being assigned to the faculty in the coming year. It is not yet known which programs will be served by the position. The architecture program continues to share its administrative assistant with interior architecture. With the resignation of the dean of the School of Arts and Sciences and the relocation of the new dean of the School of Business and Management to, it appears that the dean of Architecture and Design will no longer share her administrative assistant with the other two deans.

6. Human Resource Development

Met Not Met
[X] []

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 historical evolution of the programs; the individuals involved; the previous agreements regarding position, title, and academic responsibility; and fiscal management.

The dean continues to oversee the management of all department budgets by their respective chairs. The architecture department chair continues to manage the Burbank/LA academic budget and has oversight of the associate chair’s management of the San Diego academic budget. The dean and the architecture department

chair also consult with the San Diego administrative director on the development and management of the non-academic budget for that campus. During the 2004-05 year there has been a measured level of improvement the ability of the chair, the dean, and the vice president of Academic Affairs to act autonomously on behalf of the architecture program

The focus must be on the equitable distribution of resources for both institutional and individual programs to support their development both 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 students, faculty, and staff.

Two of the ten full-time faculty received new personal computers in the past year and at least two more are slated to receive replacements in the coming year. In addition faculty are supplied with software that they can use in both their professional and academic work. The dean's office paid for three full-time and one part-time faculty members to enroll in a community college course on digital rapid prototyping. At the request of faculty and students the department is purchasing RHINO software so they can teach a class in rapid prototyping.

7. Physical resources

Met Not Met
[X] []

The Woodbury architectural program is located in facilities at three locations:

- 7. The Burbank-Los Angeles campus**
- 8. The San Diego campus**
- 9. The Center for Community Research and Design (CCRD)**

Within the three locations, space is currently sufficient to accommodate all program activities, although faculty offices at the Burbank campus are located in temporary quarters that are cramped, requiring faculty members to share offices. These offices are relatively remote from the architecture studios, are of poor quality, and are not conducive to student advising. In addition, many design studios at the Burbank campus would benefit from alterations providing for cross-ventilation.

The capital campaign to raise funds for the new architecture/animation studio building received a boost with a \$500,000 donation from Julius Shulman. The planning for the project has not yet begun which means the completion date is at least two years away.

Four additional single offices were added to the faculty center during summer 2004, further reducing the open adjunct faculty space to two offices. Many of the FT faculty from the School of Business and Management have been moved to their new building making way for new Architecture and Design and Arts and Sciences FT faculty.

Improved cross-ventilation through new operable windows in the A103 and A105 studios, was provided in fall 2004 along with new electronic access to all studio spaces in Burbank/LA and Hollywood and the whole San Diego building. A request has been made to the Space Committee to upgrade the existing restrooms and provide additional toilets in Hollywood and add a new HVAC system but the work has not yet been funded.

Improvements to the fourth floor in San Diego for the new grad program are currently under way.

The facilities in Burbank and San Diego are fully accessible. The Hollywood Studio, a special program as well as a somewhat temporary facility, is accessible only on the first floor; the offices and design studios on the upper floors are not. Accommodation in the past has been accomplished by rearranging program space. This does not fully meet Americans with Disabilities Act (ADA) standards.

Since the Hollywood facilities are on a month-to-month lease, there are no current plans to add an elevator.

8. **Information Resources**

Met Not Met
[X] []

The architectural collection serving the students of the San Diego campus is housed in and reinforced by the main campus library of Mesa College, which is a 20-minute drive from the Woodbury San Diego facilities. While this is not an inordinate distance and many of the San Diego students are familiar with the Mesa campus, having transferred from this program, these students may be better served by moving Woodbury's titles to the new San Diego building, which has ample space to house such a collection.

The transfer of library holdings from Mesa College to the San Diego building was completed in Fall 2004. New furnishing and shelving were added during fall 2004 as well. Currently the San Diego holdings are being assessed to determine what additional volumes would be required to establish an ideal core architecture collection, with the goal of adding those volumes in the next 12-month cycle. Additionally, a five-year development plan for the San Diego library is being refined in a joint effort of the library and the School of Architecture and Design. The plan will serve the evolving curricular direction of the graduate and undergraduate architecture programs including general education, real estate development, planning, and border issues. The plan is influenced by space limits of the existing facilities. The plan includes library administration starting with a half-time circulation clerk in the next year.

9. **Financial Resources**

Met Not Met
[X] []

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 program to reach critical institutional and community needs as well as private sector corporate industries.

The architecture faculty and the larger university community recognize that to maintain the department's continued growth, program-specific fundraising will be a requirement. The 2004-05 year was the most successful year of fundraising involving the participation of the dean, chair and faculty members and the office of advancement (see I.5 above). While the new vice president of the Office of University Advancement seems supportive of the School of Architecture and Design, there was not a substantial change in funding allotted for development in the 2004-05 department or school budget.

11. **Professional Degrees and Curriculum**

Met Not Met
[X] []

The APR does not provide a comprehensive description of the combined Mesa College-Woodbury curriculum and should provide this in the future.

Woodbury University maintains articulation agreements with several community colleges that are reviewed and renewed annually or bi-annually. Mesa College, Southwestern College, Pasadena City College, Orange Coast College, East Los Angeles College and San Francisco City College all have a specified curriculum that satisfies the curricular requirements of the first two years of Woodbury's architecture program.

3. **Summary of changes that have been made in the accredited program**

Faculty Advancement

Nick Roberts was promoted to Full Professor. Through nation-wide searches, Catherine Herbst, Vic Liptak, and Ingalill Wahlroos Ritter were offered permanent FT position at a rank of Assistant Professor

Mini studio

Starting in the fall of 2004 a new concept referred to as the "mini studio" was established. The 3-unit mini studios meet for half the time of a standard upper division 6-unit studio. The advanced studios are focused on a contemporary issue from a wide multi-disciplinary area of design. Students have the option of substituting two mini studios for one 6-unit fourth or fifth year topic studio. The mini studio concept was deemed successful by the faculty and is being continued in the 2005-06 academic year.

Expanding travel and study abroad programs

In the summer of 2002, the dean of Architecture and Design and the chair of Architecture were invited to travel to Korea to visit WooSong University in Daejeon. The two universities signed a memorandum of understanding establishing an exchange program for design and architecture students. Three WooSong students attended Woodbury in the spring semesters of 03 and 04. Sixteen students will accompany the chair and associate chair to the first summer program in Korea during the summer of 04. The visit will include time in Seoul, towns near the DMZ, Busan and Fukuoka, Japan.

The Barcelona/Paris program has two sections of twelve students during the summer semester. After three weeks in Barcelona, one section goes to Paris for five weeks and one goes to Berlin for five weeks.

A group of forty students and three faculty in summer 05 sustainable topic studios from both campuses traveled to San Jose, Costa Rica to attend the biennial Mundaneum conference on sustainability for ten days.

A group of twenty students and two faculty in a summer 05 sustainable topic studio traveled throughout the American West for ten days from the Burbank/LA campus.

A group of 15 students and two faculty in a fall 04 topic studio traveled to Rome for ten days from the Burbank/LA campus. A similar group will travel to New York City in fall 05.

A study abroad program in at South Eastern University in Nanjing, China is being organized for the summer of 06.

All fourth and fifth-year studios, and especially traveling studios, are promoted to students from both campuses.

San Diego progress

After three years operating under the new leadership structure, Woodbury San Diego is now the second largest undergrad program after the architecture program in Burbank/LA. Few of the administrative shortfalls that might be associated with a remote campus still persist. There continues to be a significant improvement in the level of student satisfaction. Starting in the fall of 2004 the program, which had previously offered the last three years of the architecture curriculum, was extended to include all five years of the Woodbury architecture curriculum. Plans are currently under way to set up a new physics lab in the building.

The outstanding lecture series continues to serve the entire San Diego architectural community and this year Woodbury co-sponsored two lectures with the New School of Architecture

Improvements on the fourth floor are being completed to accommodate the new M.Arch RED Program.

New post-professional graduate program

M.Arch RED

The M.Arch RED will initiate its first year with a cohort of eight students. The fact that cohort is half of the targeted size may be the result of the late start for the introductory program marketing.

Promotion is already underway for next year and the inquiry base suggests we will be successful in meeting the target for fall 2006

M.Arch CS

The architecture faculty discussions of a three-semester Master of Architecture in Case Studies slowed significantly in the past year with a higher priority being placed on a successful kick-off of the M.Arch RED program.

2. Response to deficiencies identified in the 2002 Visiting Team Report

VII. Summary of Team Comments

1. Team Comments

There have been recent and significant changes in the leadership of the program since the previous accreditation visit and it is evident that there is a need to clarify the administrative and academic processes of the multiple programs in order to ensure long-term academic and resource development.

The changes discussed in the previous three Annual Reports are still in place.

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The Assistant Chair (Jay Nickels) assists the department chair in the day-to-day management at the Burbank / LA campus including oversight of the budget, delivery of the curriculum, hiring, recruiting, advising, special programs and some community outreach. The position is a $\frac{1}{2}$ -time administrative position.

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4 Conditions Not Met

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.

The program continues to grow and while the university has made some significant gains in this area, the program remains resource-challenged and the concern of the visiting team is still warranted.

The enrollment in the department was highest in history at both locations with 300 in Burbank-LA and over 100 in San Diego. Because of space constraints there was an attempt to cap enrollment for the 2005-06 year in Burbank-LA, a first for the architecture program.

There are discussions planned for the summer of 2006 between the department, the dean's office and the office of academic affairs to address the need for at least two additional FT positions in the architecture program. The dean seems confident that this can happen with a search during the 2006-07 year and the positions filled by fall 2007.

A new participating adjunct category will pay selected part time faculty for their efforts advising students or coordinating programs. In addition there is an effort to lower class limits for seminars so that an instructor with 30 students in their seminar might be paid for teaching two sections (or double the previous rate).

The full-time faculty continued to enjoy more travel opportunities than in the years immediately prior to and after the 2002 NAAB visit. One member of the architecture faculty received grants from the Faculty Development Committee this year (four last year). Two members of the architecture faculty took sabbatical leave in the past year and one more was granted sabbatical leave for the coming 2006-07 year.

Through the new annual Maxine Frankel Awards Program, \$14,150 in grants went to architecture faculty to fund research, special projects and travel. Through the same program, \$16,500 was awarded to architecture students to fund study abroad, special projects, and a new arc welder for the San Diego shop.

5. Causes of Concern

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 Woodbury University as to the aspirations of the institution with regard to enrollment goals and resource and development potential.

The university has historically placed a high priority in associating its identity with the School of Business and Management. This is due in part to the history of the institution and to the constituency of the Board of Trustees, which is heavily weighted towards business. Since there is clear evidence that the School of Architecture and Design currently houses all of the flagship programs at the university, namely the departments of Architecture, Fashion Design and Interior Architecture, the Board is coming to the realization that Architecture and Design has great resource and development potential. In fact donors have shown more support for programs in Architecture and Design in the past year. Non-the-less an article in the LA Times recently described Woodbury as the "business oriented school in Burbank". We have a long way to go.

As all of the departments in the School of Architecture and Design came close to meeting, or surpassed their maximum enrollment goals in the past year, the university acknowledged that there was a serious studio space availability problem on the Burbank-LA campus. A temporary tent structure was erected on the north campus during the summer of 2005 providing an additional 10,000 sq ft of studio and classroom space, and thus additional space in the Design Center for Animation and Graphic Design. This allowed architecture to take back a studio space in Wilshire Hall (given up a few years earlier) in the spring semester.

Still, in fall of 2005 there was a serious space problem. A decision was made by the board to take out a bond initiating a capital campaign for two new permanent campus buildings: a new 13,000 sqft architecture studio and classroom building in the architecture complex; and a new 12,000 sqft business classroom and faculty office building on the main quad. The university hopes to complete both new buildings fall of 2007. These projects should provide a ripple effect that will resolve space needs for some time to come.

The Space Planning Committee established in 2005 proved to be an effective tool to help the President prioritize space needs on the campus from modifications to existing space, to the creation of new space. For instance, the committee recommended improvements to the HVAC and restrooms at the Hollywood facility, which should be completed during the summer of 2006.

Modifications were made on the third floor of the San Diego building to accommodate the new M.Arch RED program including wall reconfiguration to provide studio space, exhibition space classrooms and faculty offices. The lease expires on the building in the summer of 2008. This year we will put together a team that includes the Dean of Architecture and Design, the Chair of Architecture, the academic and administrative heads of San Diego, and the Vice Presidents of Academic Affairs, Enrollment Management, Finance and Administration, and Advancement to create a process that will result in a plan for giving the San Diego campus a home--either the same one, another leased property, or a purchased one.

Starting in the fall of 2006, there will be twenty-four full-time faculty in the School of Architecture and Design, including the ten in architecture. The dean projects that two additional architecture faculty will be hired in searches 06-07 academic year.

Renowned architectural photographer Julius Shulman gave a gift of \$1,000,000 to the architecture program this year. Half of that donation is to fund the new Julius Shulman Institute within the School of Architecture and Design. \$10,000 of it went towards a design build courtyard project the students were working on this past year. The rest is to go towards a new studio building (mentioned above) that will also house the institute.

Starting in fall of 2005 the Maxine Frankel Award Program funded \$50,000 per year (in perpetuity) in student and faculty awards and honorariums for the Architecture and Fashion programs. Students, faculty and programs in the Department of Architecture received over 70% of this year's awards.

Approximately \$25,000 in additional miscellaneous donations was given, by practitioners, faculty, student families, alumni, members of the board of trustees, and Toyota Motor Sales to support, the lecture series, student scholarships, design-build projects, new shop tools and library acquisitions in architecture.

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.

The degree of autonomy of the architecture program required for accreditation has improved since the last visit but is still a concern at some levels of the administration.

While the architecture department continues to refine and clarify the lines of academic and administrative responsibility within the program (see I.1 above), as those lines extend from the school, the responsibilities are being clarified.

With respect to human resources, budgetary and space allocation issues, the dean's role in representing the School of Architecture and Design at the level of the upper administration has improved with the appointment of the new dean of the School of business and management.

With some pressure from the faculty, the deans were invited to join the building committees for the two new building projects.

Currently aside from student course evaluations, job performance evaluations are top down only. Chairs evaluate the faculty, deans evaluate the chairs, and the academic vice president evaluates the deans. For faculty reappointment and rank advancement, the personnel committee looks at the evaluations of the faculty and chairs. There currently is not a formal mechanism for the faculty to evaluate neither the chairs nor the deans.

The architecture faculty has proposed to adopt a service that facilitates their evaluation the chair's performance. It is hoped that this can be a test case that can later be adopted by other departments within the university.

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.

Two of the twenty-two members of the Board of Trustees are directly related to the architecture profession and one to the fashion industry. This remains to be a serious shortcoming in the decision making structure of the university.

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.

The university continues to maintain a one-page ad in LA Architect, a magazine published by the Los Angeles chapter of the AIA. Each issue features a current student project from the architecture program or the interior architecture program. The work of architecture students or faculty has been featured on the home page of the university web site.

In conjunction with the AIA national convention in Los Angeles this year, the university agreed to pay \$25,000 to sponsor the Essential Guide to Los Angeles pamphlet included in the convention packets. The pamphlet included several pages about the architecture program and the school and included work of the students and faculty. Woodbury sponsored an event for the convention at our Hollywood Center for Community Research and Design (CCRD) in conjunction with the LACE Gallery next door including an exhibition of faculty work entitled Mapping Woodbury: 31 Architects.

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 this program.

The new category of faculty called "participating adjunct" has been approved by the faculty senate and was implemented in fall 2005. The department chair and dean will name 3-4 instructors who will hold the title for the coming 2006-07 year. The participating adjunct will receive a yearlong contract and be subject to a performance review by the chair and faculty of the department. They will be paid a stipend for additional non-teaching services to the university. Their salaries will be the same as other adjunct faculty and they will not receive benefits.

VIII. Compliance with the Conditions for Accreditation

4. Program Response to the NAAB Perspectives

1.2 Architecture Education and Students

Met Not Met

[X] []

Although both the Woodbury student chapters of the AIAS and ARC have shown incredible strength in past years, their activity and membership have lost pace. Careful attention should be taken to ensure that San Diego students are encouraged to participate in the events and opportunities available through these student organizations.

Since the 2004-05 academic year the AIAS picked up great momentum at both campuses. The Burbank/LA CLEA (Council of Latin American Architecture Students) has seen renewed student interest to the level of previous years on the Burbank/LA campus. The AIAS/CLEA group in Burbank-LA organized the annual Grand Critique event again in April 2006, designing the poster, arranging for space in the new Woody's Café and throwing a barbeque afterward. They organizing the annual Schindler Debates for fall 2005 and are planning the debate for fall 2006 to be held at Schindler's Kings Road house. The group organized a one-week student trip to Buenos Aires in fall 2005 in lieu of attending the annual CLEA/Elea event in Havana Cuba. They are planning to attend this year's event in South America

The Architecture Student Forum, which was initiated on the San Diego campus in the 2003-04 year, was so successful that a Burbank-LA branch was initiated in 2004-05. Led by a student, the forum at each location is made up of one or two students fro each section of design studio. The forum for each campus met once a month with faculty representatives to air student concerns and ideas and to offer input on departmental needs and issues.

For the first time, student representatives from both campuses successfully participated on the faculty search committee in two faculty searches in 2004-05 and are expected to participate in the searches upcoming in 2006-07. In addition, the leaders of the student forums are invited to attend the monthly faculty meetings.

4. Social Equity

Met Not Met

[X] []

Woodbury University has a stated policy of not providing tenure. This is clearly understood by the faculty and staff. All compensation is regarded as low compared to national, regional, or competitive institutions. The intangible benefits at Woodbury have been seen to offset financial remuneration. Most faculty members state the spirit and true appreciation of the students as their reason for involvement with the Woodbury program. The institution also benefits from the wealth of high-quality professionals in the area wishing to teach. As a result the institution, the students, and the professionals benefit. In addition, the support of the faculty with technology, office space, assistants, and travel allowances to attend conferences is virtually nonexistent. The concern is the strong commitment to the program could deteriorate with relatively short notice and faculty members could choose to teach elsewhere. This would severely damage the program. A detailed study of appropriate support and financial remuneration of all faculty should be undertaken. Of particular concern is that the adjunct faculty members, which Woodbury depends on to a high degree, could with relatively short notice switch their loyalties.

The adjunct and full-time faculty salaries remain significantly below regional and national averages. A compensation and work load study for department chairs, full-time faculty and part-time faculty is currently being prepared by Stan McKnight & Associates which will compare Woodbury compensation to other like programs in the region and will result in recommended changes. The Board of Trustees has expressed their intention to follow the recommendations of the McKnight study and supports the development of a three-year plan to do so.

5. Human Resources

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. At present, there is a small full-time faculty and a high dependence on adjunct faculty.

Fifty-nine part-time faculty members taught in the program this year. There are currently ten full-time faculty in architecture. As the program continues to approach its enrollment goals we are told by the Office of Academic Affairs we can expect five to seven additional full-time positions in the next four years. As mentioned earlier, the Dean is convinced we can initiate a search for two of these new positions in the coming academic year.

The faculty are very dedicated; however, it is recognized that the compensation levels, especially for adjunct faculty, are significantly below the national standards in which most institutions strive for equity 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.

There is measured optimism in the department that with the support of the dean and the academic vice president, some of the above shortfalls can continue to be effectively addressed in the coming two-year cycle. There was a cost of living increase in university salaries this past January, the third since the VTR was written.

Support staff is comparatively low and each of the administrators has heavy administrative responsibilities.

There have been no changes to the number of support staff during the past year. The architecture program in Burbank continues to share its administrative assistant with interior architecture. In San Diego there is a serious need for an administrative assistant to the associate chair.

6. Human Resource Development

Met Not Met
[X] []

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 historical evolution of the programs; the individuals involved; the previous agreements regarding position, title, and academic responsibility; and fiscal management.

The dean continues to oversee the management of all department budgets by their respective chairs. The architecture department chair continues to manage the Burbank/LA academic budget and has oversight of the associate chair's management of the San Diego academic budget. The dean and the architecture department chair also consult with the San Diego administrative director on the development and management of the non-academic budget for that campus. During the 2005-06 year there continues to be a measured level of improvement in the ability of the chair, the dean, and the vice president of Academic Affairs to act autonomously on behalf of the architecture program

The focus must be on the equitable distribution of resources for both institutional and individual programs to support their development both 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 students, faculty, and staff.

Full-time faculty computers are replaced approximately every three years. A department club account was established for each campus that is funded by studio fees. Each section of studio has at minimum a \$250 discretionary allowance each semester. Any funds that are not spent each semester remain in the club account. The chair can fund special projects, events or other needs as they crop up from this fund including studio materials, printing costs, honorariums and travel. Recognizing that the architecture program brings in 50% of tuition income in the school of Architecture and Design, the university has been more forthcoming in funding its special needs.

7. Physical resources

Met Not Met

[X] []

The Woodbury architectural program is located in facilities at three locations:

10. The Burbank-Los Angeles campus

11. The San Diego campus

12. The Center for Community Research and Design (CCRD)

Within the three locations, space is currently sufficient to accommodate all program activities, although faculty offices at the Burbank campus are located in temporary quarters that are cramped, requiring faculty members to share offices. These offices are relatively remote from the architecture studios, are of poor quality, and are not conducive to student advising. In addition, many design studios at the Burbank campus would benefit from alterations providing for cross-ventilation.

The new architecture studio building for the Burbank campus is in design development. The University hopes to initiate construction on the project in the fall of 2006 with a goal of completion by the fall of 2007.

Remaining business faculty are being moved out of the faculty center to a temporary structure closer to the Business building during the summer 2006. This action will make more room for faculty from Arts and Sciences and Architecture and Design (both full-time and part-time) in the faculty Center

Improvements to the restrooms and HVAC system at the Hollywood facility should be completed during the summer of 06.

Improvements to the fourth floor in San Diego for the new grad program were completed during the fall 05.

The lobby area of the San Diego campus on the second floor was improved with the addition of comfortable furniture. Funds have been approved to improve the student lounge area on the fourth floor.

A grant was received to purchase an arc welder and expand the metalworking portion of the San Diego shop.

The facilities in Burbank and San Diego are fully accessible. The Hollywood Studio, a special program as well as a somewhat temporary facility, is accessible only on the first floor; the offices and design studios on the upper floors are not. Accommodation in the past has been accomplished by rearranging program space. This does not fully meet Americans with Disabilities Act (ADA) standards.

Since the Hollywood facilities are on a month-to-month lease, there are no current plans to add an elevator.

8. Information Resources

Met Not Met

[X] []

The architectural collection serving the students of the San Diego campus is housed in and reinforced by the main campus library of Mesa College, which is a 20-minute drive from the Woodbury San Diego facilities. While this is not an inordinate distance and many of the San Diego students are familiar with the Mesa campus, having transferred from this program, these students may be better served by moving Woodbury's titles to the new San Diego building, which has ample space to house such a collection.

Additional shelving is being planned for the San Diego library to accommodate the expansion to the collection planned for that location this year. There is still no library staff person at the San Diego location. There has been discussion that a new half-time administrative assistant for the associate chair might be a half-time library staff person making the position full-time.

9. **Financial Resources**

Met Not Met
[X] []

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 program to reach critical institutional and community needs as well as private sector corporate industries.

The 2005-06 year was the most successful year to date of fundraising directly tied to the department. The department chair continues to bear a significant responsibility in this area, which may compromise his ability to effectively carry out other duties. This year marked the second annual architecture alumni event organized by the office of the dean.

11. **Professional Degrees and Curriculum**

Met Not Met
[X] []

The APR does not provide a comprehensive description of the combined Mesa College-Woodbury curriculum and should provide this in the future.

Woodbury University maintains articulation agreements with several community colleges that are reviewed and renewed annually or bi-annually. Mesa College, Southwestern College, Pasadena City College, Orange Coast College, East Los Angeles College and San Francisco City College all have a specified curriculum that satisfies the curricular requirements of the first two years of Woodbury's architecture program.

3. **Summary of changes that have been made in the accredited program**

Faculty Advancement

Paulette Singley was promoted to Full Professor. Ingalill Wahlroos-Ritter was promoted to Associate Professor.

Expanding travel and study abroad programs

The two-phase European study abroad program has been modified to give the students the following choices: for the first phase students may opt to go to either Barcelona or Nanjing China, for the second phase students can attend at either Paris or Berlin.

A group of forty students and three faculty in summer 06 sustainable topic studios from both campuses intends to travel to Rio de Janero for ten days to do site research for their summer project.

A group of thirty-five students and two faculty in a summer 06 sustainable topic studio intend to travel throughout the American West for ten days from the Burbank/LA campus.

A group of twenty-five students and two faculty are traveling to Rome during summer 06 for a three-unit World Architecture seminar and 3-unit mini.

San Diego progress

After four years operating under the new leadership structure, Woodbury San Diego is now the second largest undergrad program at the university after the architecture program in Burbank/LA. Few of the administrative shortfalls that might be associated with a remote campus still persist. There continues to be a significant improvement in the level of student satisfaction. The addition of the first and second year curriculum in 2004 has had a significant impact in improving the overall quality of student work in the third year and increased the number of returning students each year by 50%.

The outstanding lecture series continues to serve the entire San Diego architectural community. This year's series was co-sponsored by UC San Diego.

New post-professional graduate program

M.Arch RED

The M.Arch RED initiated its first year with a cohort of seven students. The graduate students are in their final thesis semester of the three-semester program. A new cohort of approximately ten students is expected for the coming year. The learning outcomes of the program are currently being assessed in order to make curricular refinements or changes to the faculty.

4.6.5 NAAB Statistical Reports

2001/2002 NAAB STATISTICAL REPORT

SCHOOL: Woodbury University Completed by: M. Victoria Liptak, Asst. Chair
Dept. of Architecture

ACSA REGION: EC NE SE SW WC **(W)** (circle one)

PUBLIC or **(PRIVATE)** (circle one)

STUDENT DATA

For Accredited Programs Only

	4 Year **PreProf	B.Arch Five-year	B.Arch **PostPreProf	B.Arch **PostNonProf	M.Arch Five-year	M.Arch **PostPreProf	M.Arch **PostNonProf
Full-Time Students	_____	<u>281</u>	_____	_____	_____	_____	_____
Part-Time Students	_____	<u>50</u>	_____	_____	_____	_____	_____
FTE Students	_____	<u>311*</u>	_____	_____	_____	_____	_____
Arch Design Studio Students	_____	<u>278</u>	_____	_____	_____	_____	_____
Students Working Part-Time	_____	<u>N/A</u>	_____	_____	_____	_____	_____
Outside Stud. Serv. by Dept.	_____	<u>7</u>	_____	_____	_____	_____	_____
African-American Students	_____	<u>13</u>	_____	_____	_____	_____	_____
Native American Students*	_____	<u>4</u>	_____	_____	_____	_____	_____
Asian/Pacific Isle Students	_____	<u>57</u>	_____	_____	_____	_____	_____
Hispanic Origin Students	_____	<u>124</u>	_____	_____	_____	_____	_____
Women Students	_____	<u>107</u>	_____	_____	_____	_____	_____
Foreign Students	_____	<u>17</u>	_____	_____	_____	_____	_____
Total Degrees Awarded	_____	<u>30</u>	_____	_____	_____	_____	_____
Grads. Fin. Estab. No. Yrs.	_____	<u>29</u>	_____	_____	_____	_____	_____
Degrees Awarded Women	_____	<u>6</u>	_____	_____	_____	_____	_____
Degrees Awarded Afri-Amer	_____	<u>1</u>	_____	_____	_____	_____	_____
Degrees Awarded Amer. Ind.	_____	<u>0</u>	_____	_____	_____	_____	_____
Degrees Awarded Asi/Pac. Isl.	_____	<u>8</u>	_____	_____	_____	_____	_____
Degrees Awarded Hispanics	_____	<u>8</u>	_____	_____	_____	_____	_____
Min Req. SAT/ACT/GRE Score	_____	<u>850</u>	_____	_____	_____	_____	_____
Number of Applicants	_____	<u>201</u>	_____	_____	_____	_____	_____
Number Accepted	_____	<u>170</u>	_____	_____	_____	_____	_____
Enrollment Target/Goal	_____	<u>350</u>	_____	_____	_____	_____	_____
Student Studio/Faculty Ratio	_____	<u>14/1</u>	_____	_____	_____	_____	_____

*based on total courseload

*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.

***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	<u>N/A</u>
Total Architecture Collection in Departmental Library	<u>N/A</u>
University Library LCNA or 720-729 Collection	<u>9416</u>
Total Architecture Collection in University Library	<u>20,843</u>
Departmental Library Architecture Slides	<u>N/A</u>
University Library Architecture Slides	<u>19,089</u>
Departmental Library Architecture Videos	<u>146</u>
Staff in Dept. Library	<u>9.5</u> (Univ. library, not Arch. Dept)
Number of Computer Stations	<u>6</u>
Amount Spent on Information Technology	<u>\$6029</u> (Arch. only)
Annual Budget for Library Resources	<u>\$19,463</u> (Arch. only)
Per-Capita Financial Support Received from University	<u>---</u>
Private Outside Monies Received by Source	<u>---</u>
Studio Area (Net Sq. ft.)	<u>13,470</u> Burbank, 3003 Hillywd, 12,150 San Diego
Total Area (Gross Sq. ft.)	<u>52,298</u> Burbank, 6343 Hillywd, 25,400 San Diego

SCHOOL: Woodbury University Completed by: M. Victoria Liptak, Asst. Chair
Dept. of Architecture

FULL-TIME FACULTY SALARIES	Number	Minimum	Average	Maximum	Univ. Avg.
Professor	<u>2</u>	<u>60,884</u>	<u>63,058</u>	<u>65,233</u>	<u>68,857</u>
Associate Professor	<u>5</u>	<u>43,488</u>	<u>47,576</u>	<u>56,535</u>	<u>54,676</u>
Assistant Professor	<u>1</u>	<u>47,837</u>			<u>46,097</u>
Instructor					

FACULTY DATA

Department Total

Full-Time Faculty	<u>8</u>	NO. FULL-TIME FACULTY CREDENTIAL	
Part-Time Faculty	<u>46</u>	Ph.D.	<u>1</u>
Full-time Equivalent (FTE) Faculty	<u>24.7</u>	D. Arch	<u>-</u>
Tenured Faculty	<u>N/A</u>	M.A. or S.	<u>-</u>
Tenure-Track Positions	<u>N/A</u>	Prof. M. Arch	<u>6</u>
FTE Administrative Positions	<u>3.5</u>	B. Arch	<u>-</u>
Faculty Engaged in Service to Comm.	<u>54</u>	Post Prof. Masters	<u>1</u>
Faculty Engaged in Service to Univ.	<u>15</u>	Other	<u>-</u>
FT Faculty who are U.S. Licensed Registered Architects	<u>5</u>		
PT Faculty who are U.S. Licensed Registered Architects	<u>15</u>		
Practicing Architects	<u>43 (FT/PT)</u>		
FTE Graduate TAs	<u>N/A</u>		
FT Faculty Avg. Contact Hrs/Wk	<u>16</u>		
PT Faculty Avg. Contact Hrs/Wk	<u>9</u>		

	<u>FT</u>	<u>PT</u>	<u>Tenured</u>	<u>Prof.</u>	<u>Assoc.</u>	<u>Assist.</u>
African-American Faculty	<u>0</u>	<u>0</u>	<u>N/A</u>	<u>0</u>	<u>0</u>	<u>0</u>
Native American Faculty*	<u>0</u>	<u>0</u>	<u>"</u>	<u>0</u>	<u>0</u>	<u>0</u>
Asian/Pacific Island Faculty	<u>1</u>	<u>4</u>	<u>"</u>	<u>0</u>	<u>1</u>	<u>0</u>
Hispanic Origin Faculty	<u>1</u>	<u>7</u>	<u>"</u>	<u>0</u>	<u>0</u>	<u>1</u>
Women Faculty	<u>4</u>	<u>11</u>	<u>"</u>	<u>0</u>	<u>4</u>	<u>0</u>

*Include Eskimos and Aleuts

March 2002

2003 NAAB STATISTICAL REPORT

SCHOOL: Woodbury University Completed by: Jay Nickels, Asst. Chair
Architecture Department

ACSA REGION: EC NE SE SW WC **W** (circle one)

PUBLIC or **PRIVATE** (circle one)

STUDENT DATA

For Accredited Programs Only

	4 Year **PreProf	B.Arch Five-year	B.Arch **PostPreProf	B.Arch **PostNonProf	M.Arch Five-year	M.Arch **PostPreProf	M.Arch **PostNonProf
Full-Time Students		280					
Part-Time Students		43					
FTE Students		305.32					
Arch Design Studio Students		267					
Students Working Part-Time		N/A					
Outside Stud. Serv. by Dept.		3					
African-American Students		17					
Native American Students*		3					
Asian/Pacific Isle Students		55					
Hispanic Origin Students		127					
Women Students		106					
Foreign Students		19					
Total Degrees Awarded		** 22					
Grads. Fin. Estab. No. Yrs.		** 21					
Degrees Awarded Women		** 9					
Degrees Awarded Afri Amer		** 1					
Degrees Awarded Amer. Ind.		** 1					
Degrees Awarded Asi/Pac. Isl.		** 6					
Degrees Awarded Hispanics		** 4					
Min Req. SAT/ACT/GRE Score		900					
Number of Applicants		218					
Number Accepted		150					
Enrollment Target/Goal		350					
Student/Studio/Faculty Ratio		14:1					

* Based on total course load

** Projection- degrees not yet confirmed

*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.

***Non-professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	N/A
Total Architecture Collection in Departmental Library	N/A
University Library LCNA or 720-729 Collection	2,768
Total Architecture Collection in University Library	16,029
Departmental Library Architecture Slides	N/A
University Library Architecture Slides	20,276
Departmental Library Architecture Videos	135
Staff in Dept. Library	10
Number of Computer Stations	3
Amount Spent on Information Technology	\$2,840 (Arch only)
Annual Budget for Library Resources	\$23,693 (Arch only)
Per-Capita Financial Support Received from University	
Private Outside Monies Received by Source	
Studio Area (Net Sq. ft.)	13,470 Burbank, 3,003 H'Wood, 12,150 SD
Total Area (Gross Sq. ft.)	52,298 Burbank, 6,343 H'Wood, 25,400 SD

Woodbury University Jay Nickels, Asst. Chair
 SCHOOL: _____ Completed by: Architecture Department.

FULL-TIME FACULTY SALARIES	Number	Minimum	Average	Maximum	Univ. Avg.
Professor	<u>2</u>	60,884	63,058	65,233	68,857
Associate Professor	<u>3</u>	43,488	47,576	56,535	54,676
Assistant Professor	<u>4</u>	47,837			46,097
Instructor					

FACULTY DATA

	Department Total
Full-Time Faculty	<u>9</u>
Part-Time Faculty	<u>44</u>
Full-time Equivalent (FTE) Faculty	<u>24.9</u>
Tenured Faculty	<u>N/A</u>
Tenure-Track Positions	<u>N/A</u>
FTE Administrative Positions	<u>2.5</u>
Faculty Engaged in Service to Comm.	<u>5.3</u>
Faculty Engaged in Service to Univ.	<u>1.5</u>
FT Faculty who are U.S. Licensed Registered Architects	<u>5</u>
PT Faculty who are U.S. Licensed Registered Architects	<u>16</u>
Practicing Architects	<u>44</u>
FTE Graduate TAs	<u>N/A</u>
FT Faculty Avg. Contact Hrs/Wk	<u>16</u>
PT Faculty Avg. Contact Hrs/Wk	<u>9</u>

NO. FULL-TIME FACULTY CREDENTIAL

Ph.D.	<u>1</u>
D. Arch	<u></u>
M.A. or S.	<u>7</u>
Prof. M. Arch	<u></u>
B. Arch	<u>1</u>
Post Prof. Masters	<u></u>
Other	<u></u>

	FT	PT	Tenured	Prof.	Assoc.	Assist.
African-American Faculty	<u>0</u>	<u>1</u>	<u>N/A</u>	<u>0</u>	<u>0</u>	<u>0</u>
Native American Faculty*	<u>0</u>	<u>0</u>	<u>"</u>	<u>0</u>	<u>0</u>	<u>0</u>
Asian/Pacific Island Faculty	<u>1</u>	<u>4</u>	<u>"</u>	<u>0</u>	<u>1</u>	<u>0</u>
Hispanic Origin Faculty	<u>1</u>	<u>8</u>	<u>"</u>	<u>0</u>	<u>0</u>	<u>1</u>
Women Faculty	<u>5</u>	<u>11</u>	<u>"</u>	<u>0</u>	<u>3</u>	<u>2</u>

*Include Eskimos and Aleuts

March 2002

2004 NAAB STATISTICAL REPORT

SCHOOL: Woodbury University Department of Architecture

Completed by: Norman Millar, Chair

ACSA REGION: EC NE SE SW WC W (circle one)

PUBLIC or PRIVATE (circle one)

STUDENT DATA

For Accredited Programs Only

	<u>4 Year</u> <u>M.Arch</u> **PreProf ***PosNonPor	<u>B.Arch</u> Five-year	<u>B.Arch</u> **PostPreProf	<u>B.Arch</u> **PostNonProf	<u>M.Arch</u> Five-year	<u>M.Arch</u> **PostPreProf
Full-Time Students		314				
Part-Time Students		29				
FTE Students		331				
Arch Design Studio Students		302				
Students Working Part-Time		N/A				
Outside Stud. Serv. by Dept.		6				
African-American Students		13				
Native American Students*		1				
Asian/Pacific Isle Students		44				
Hispanic Origin Students		126				
Women Students		98				
Foreign Students		17				
Total Degrees Awarded		44				
Grads. Fin. Estab. No. Yrs		14				
Degrees Awarded Women		19				
Degrees Awarded Afri-Amer.		2				
Degrees Awarded Amer. Ind.		0				
Degrees Awarded Asi/Pac. Isl.		2				
Degrees Awarded Hispanics		16				
Min Req. SAN/ACT/GRE Score		900/19				
Number of Applicants		308				
Number Accepted		238				
Enrollment Target/Goal		450				
Student Studio/Faculty Ratio		13.5				

*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch. degree and 4+2yrs. M.Arch. degree

***Non-Professional: baccalaureate degree that is not part of an accredited professional program

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	N/A
Total Architecture Collection in Departmental Library	N/A
University Library LCNA or 720-729 Collection	10,194
Total Architecture Collection in University Library	17,540
Departmental Library Architecture Slides	N/A
University Library Architecture Slides	21,793
Departmental Library Architecture Videos	148
Staff in Dept. Library	12.5 (university)
Number of Computer Stations	150 (open for student use)
Amount Spent on Information Technology	\$474,000 (\$150,000 for architecture)
Annual Budget for Library Resources	\$25,800
Per-Capita Financial Support Received from University	\$4,603

Private Outside Monies Received by Source

\$280,000 (\$25,000 Frankel Foundation, \$5,000 LEF Foundation, \$250,000 Jean Woodbury Estate)

Studio Area (Net Sq. ft.)

31,800 (incl. 11,800 off site)

Total Area (Gross Sq. ft.)

67,250 (incl. 18,700 off-site)

SCHOOL: Woodbury University Department of Architecture Completed by: Norman Millar, Chair

FULL-TIME FACULTY SALARIES

	<u>Number</u>	<u>Minimum</u>	<u>Average</u>	<u>Maximum</u>	<u>Univ. Avg.</u>
Professor	4	\$60,415	\$67,385	\$74,357	*
Associate Professor	4	\$55,767	\$56,929	\$60,415	*
Assistant Professor	0	\$46,473	\$51,120	\$55,767	*
Instructor	1	\$46,473	\$51,120	\$55,767	*

* HR does not have this information

FACULTY DATA

Department Total

Full-Time Faculty	9		
Part-Time Faculty	52		
Full-Time Equivalent (FTE) Faculty	19		
Tenured Faculty	0		
Tenure-Track Positions	0		
FTE Administrative Positions	3		
Faculty Engaged in Service to Comm.	6		
Faculty Engaged in Service to Univ.	11		
FT Faculty who are U.S. Licensed Registered Architects	7		
PT Faculty who are U.S. Licensed Registered Architects	21		
Practicing Architects	33		
FTE Graduate TAs	0		
FT Faculty Avg. Contact Hrs/Wk	15		
PT Faculty Avg. Contact Hrs/Wk	12		
		NO. FULL-TIME FACULTY CREDENTIALS	
		Ph.D.	1
		D. Arch.	0
		M.A. or S.	2
		Prof. M. Arch.	5

	<u>FT</u>	<u>PT</u>	<u>Tenured</u>	<u>Prof.</u>	<u>Assoc.</u>	<u>Assist.</u>
African-American Faculty	0	1	0	0	0	0
Native American Faculty*	0	0	0	0	0	0
Asian/Pacific Island Faculty	0	2	0	0	0	0
Hispanic Origin Faculty	2	13	0	0	2	0
Women Faculty	5	11	0	2	1	0

*Include Eskimos and Aleuts

2005 NAAB STATISTICAL REPORT

SCHOOL: Woodbury University Dept. of Architecture

Completed by: Norman Millar, Chair

ACSA REGION: EC NE SE SW WC W (circle one)

PUBLIC or PRIVATE (circle one)

STUDENT DATA

For Accredited Programs Only

	<u>4 Year</u>	<u>B.Arch</u>	<u>B.Arch</u>	<u>B.Arch</u>	<u>M.Arch</u>	<u>M.Arch</u>
	<u>M.Arch</u>	Five-year	**PostPreProf	**PostNonProf	Five-year	**PostPreProf
	**PreProf					
	***PosNonPor					
Full-Time Students		369				
Part-Time Students		43				
FTE Students		399.16				
Arch Design Studio Students		391				
Students Working Part-Time		N/A				
Outside Stud. Serv. by Dept.		3				
African-American Students		16				
Native American Students*		2				
Asian/Pacific Isle Students		59				
Hispanic Origin Students		170				
Women Students		129				
Foreign Students		24				
Total Degrees Awarded		56				
Grads. Fin. Estab. No. Yrs		14				
Degrees Awarded Women		24				
Degrees Awarded Afri-Amer.		3				
Degrees Awarded Amer. Ind.		1				
Degrees Awarded Asi/Pac. Isl.		4				
Degrees Awarded Hispanics		18				
Min Req. SAN/ACT/GRE Score		900/19				
Number of Applicants		214				
Number Accepted		153				
Enrollment Target/Goal		463				
Student Studio/Faculty Ratio		14.5				

*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch. degree and 4+2yrs. M.Arch. degree

***Non-Professional: baccalaureate degree that is not part of an accredited professional program

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	N/A	
Total Architecture Collection in Departmental Library	N/A	
University Library LCNA or 720-729 Collection	10,510	
Total Architecture Collection in University Library	18,312	
Departmental Library Architecture Slides	N/A	
University Library Architecture Slides	24,032	
Departmental Library Architecture Videos	160	
Staff in Dept. Library	13.5 (university)	
Number of Computer Stations	74 (open for student use)	
Amount Spent on Information Technology	\$105,000	
Annual Budget for Library Resources	\$51,200	
Per-Capita Financial Support Received from University	\$5,122	
Private Outside Monies Received by Source	\$25,000	Maxine Frankel
Foundation	\$12,000	Toyota Motor Sales

	\$5,000	trustees
	\$4,000	local firms
	\$1,225	faculty
	<u>\$500</u>	<u>students</u>
	\$46,725	total
Studio Area (Net Sq. ft.)	31,800 (incl. 11,800 off site)	
Total Area (Gross Sq. ft.)	67,250 (incl. 18,700 off site)	
SCHOOL: Woodbury University Dept. of Architecture	Completed by: Norman Millar, Chair	

FULL-TIME FACULTY SALARIES	<u>Number</u>	<u>Minimum</u>	<u>Average</u>	<u>Maximum</u>	<u>Univ. Avg.</u>
Professor	4	\$62,227	\$69,407	\$76,588	\$72,266
Associate Professor	4	\$57,440	\$58,637	\$62,227	\$60,473
Assistant Professor	2	\$47,867	\$50,261	\$52,654	\$48,863
Instructor	0	0	0	0	0

FACULTY DATA

Department Total

Full-Time Faculty	10		
Part-Time Faculty	56		
Full-Time Equivalent (FTE) Faculty	35.75 (28+7.75)		NO. FULL-TIME FACULTY CREDIT.
Tenured Faculty	0		
Tenure-Track Positions	0		
FTE Administrative Positions	2.75	Ph.D.	1
Faculty Engaged in Service to Comm.	7		
Faculty Engaged in Service to Univ.	13	D. Arch.	0
FT Faculty who are U.S. Licensed Registered Architects	7	M.A. or S.	2
PT Faculty who are U.S. Licensed Registered Architects	21	Prof. M. Arch.	6
Practicing Architects	32		
FTE Graduate Tas	0		
FT Faculty Avg. Contact Hrs/Wk	15		
PT Faculty Avg. Contact Hrs/Wk	12		

	<u>FT</u>	<u>PT</u>	<u>Tenured</u>	<u>Prof.</u>	<u>Assoc.</u>	<u>Assist.</u>
African-American Faculty	0	0	0	0	0	0
Native American Faculty*	0	1	0	0	0	0
Asian/Pacific Island Faculty	0	4	0	0	0	0
Hispanic Origin Faculty	1	15	0	0	1	0
Women Faculty	5	12	0	2	1	2

*Include Eskimos and Aleuts

2006 NAAB STATISTICAL REPORT

SCHOOL: Woodbury University Dept. of Architecture Completed by: Norman Millar, Chair

ACSA REGION: EC NE SE SW WC (circle one)

PUBLIC or PRIVATE (circle one)

STUDENT DATA

For Accredited Programs Only

	<u>4 Year</u> <u>M.Arch</u> **PreProf ***PosNonPor	<u>B.Arch</u> Five-year	<u>B.Arch</u> **PostPreProf	<u>B.Arch</u> **PostNonProf	<u>M.Arch</u> Five-year	<u>M.Arch</u> **PostPreProf
Full-Time Students		410				7
Part-Time Students		47				
FTE Students		441.3				
Arch Design Studio Students		431				
Students Working Part-Time		N/A				
Outside Stud. Serv. by Dept.		2				
African-American Students		14				
Native American Students*		0				
Asian/Pacific Isle Students		59				1
Hispanic Origin Students		187				1
Women Students		156				3
Foreign Students		27				
Total Degrees Awarded		64				
Grads. Fin. Estab. No. Yrs		56				
Degrees Awarded Women		22				
Degrees Awarded Afri-Amer.		2				
Degrees Awarded Amer. Ind.		0				
Degrees Awarded Asi/Pac. Isl.		14				
Degrees Awarded Hispanics		22				
Min Req. SAN/ACT/GRE Score		950/19				
Number of Applicants		223				
	14					
Number Accepted		122				
	11					
Enrollment Target/Goal		101				8
Student Studio/Faculty Ratio		15.2				7

*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch. degree and 4+2yrs. M.Arch. degree

***Non-Professional: baccalaureate degree that is not part of an accredited professional program

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	N/A
Total Architecture Collection in Departmental Library	N/A
University Library LCNA or 720-729 Collection	11,069
Total Architecture Collection in University Library	22,060
Departmental Library Architecture Slides	N/A
University Library Architecture Slides	24,034
Departmental Library Architecture Videos	168
Staff in Dept. Library	13.5 (university)
Number of Computer Stations	157 (open for student use)
Amount Spent on Information Technology	\$130,000
Annual Budget for Library Resources	\$51,200
Per-Capita Financial Support Received from University	\$5685

SCHOOL: Woodbury University Dept. of Architecture

Completed by: Norman Millar, Chair

Private Outside Monies Received by Source

\$6,000

AIA, SF Chapter

\$1,000,000

J. Schulman Institute

	\$50,365	The Frankel Foundation
	\$5,000	Trustees
	\$5,499	local firms
	\$1,675	faculty
	\$5,000	Toyota Motor Sales
	\$1,078,539	total
Studio Area (Net Sq. ft.)	31,800 (incl. 11,800 off site)	
Total Area (Gross Sq. ft.)	67,250 (incl. 18,700 off site)	

FULL-TIME FACULTY SALARIES

	<u>Number</u>	<u>Minimum</u>	<u>Average</u>	<u>Maximum</u>	<u>Univ. Avg.</u>
Professor	3	\$64,405	\$77,344	\$98,268	\$78,649
Associate Professor	2	\$64,405	\$64,405	\$64,405	\$61,928
Assistant Professor	4	\$44,588	\$16,124	\$67,497	\$52,329
Instructor	0	0	0	0	0
Visiting	1	49,431			

FACULTY DATA

	<u>Department Total</u>		
Full-Time Faculty	10		
Part-Time Faculty	59		
Full-Time Equivalent (FTE) Faculty	35 (26.5+ 8.5)		NO. FULL-TIME FACULTY CREDIT.
Tenured Faculty	0		
Tenure-Track Positions	0		
4.6.6 FTE Administrative Positions	2.4		
Faculty Engaged in Service to Comm.	7	Ph.D.	1
Faculty Engaged in Service to Univ.	12	D. Arch.	0
<u>4.6.6.1 FT Faculty who are U.S. Licensed Registered Architects</u>	<u>7</u>	M.A. or S.	2
PT Faculty who are U.S. Licensed Registered Architects	30	Prof. M. Arch.	6
Practicing Architects	35		
FTE Graduate Tas	0		
FT Faculty Avg. Contact Hrs/Wk	15		
PT Faculty Avg. Contact Hrs/Wk	12		

	<u>FT</u>	<u>PT</u>	<u>Tenured</u>	<u>Prof.</u>	<u>Assoc.</u>	<u>Assist.</u>
African-American Faculty	0	0	0	0	0	0
Native American Faculty*	0	0	0	0	0	0
Asian/Pacific Island Faculty	0	3	0	0	0	0
Hispanic Origin Faculty	0	18	0	0	0	0
Women Faculty	6	16	0	3	1	2

*Include Eskimos and Aleuts

2007 NAAB STATISTICAL REPORT

SCHOOL: Woodbury University School of Architecture

Completed by: Norman Millar, Director

ACSA REGION: EC NE SE SW WC W (circle one)

PUBLIC or PRIVATE (circle one)

STUDENT DATA

For Accredited Programs Only

	<u>4 Year</u> <u>M.Arch</u> **PreProf ***PosNonPor	<u>B.Arch</u> Five-year	<u>B.Arch</u> **PostPreProf	<u>B.Arch</u> **PostNonProf	<u>M.Arch</u> Five-year	<u>M.Arch</u> **PostPreProf
Full-Time Students		440				9
Part-Time Students		47				
FTE Students		467				9
Arch Design Studio Students		435				9
Students Working Part-Time		N/A				
Outside Stud. Serv. by Dept.		4				
African-American Students		11				
Native American Students*		0				
Asian/Pacific Isle Students		65				4
Hispanic Origin Students		203				1
Women Students		154				2
Foreign Students		24				
Total Degrees Awarded		59				5
Grads. Fin. Estab. No. Yrs		56				
Degrees Awarded Women		20				2
Degrees Awarded Afri-Amer.		3				
Degrees Awarded Amer. Ind.		0				
Degrees Awarded Asi/Pac. Isl.		8				
Degrees Awarded Hispanics		20				1
Min Req. SAN/ACT/GRE Score		970/21				
Number of Applicants		299				
	14					
Number Accepted		189				
	10					
Enrollment Target/Goal		145				
	10					
Student Studio/Faculty Ratio		.47?				

*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch. degree and 4+2yrs. M.Arch. degree

***Non-Professional: baccalaureate degree that is not part of an accredited professional program

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	N/A
Total Architecture Collection in Departmental Library	N/A
University Library LCNA or 720-729 Collection	11,552
Total Architecture Collection in University Library	12,826
Departmental Library Architecture Slides	N/A
University Library Architecture Slides	9,500
Departmental Library Architecture Videos	178
Staff in Dept. Library	3 faculty, 6 staff
Number of Computer Stations	249 (open for student use)
Amount Spent on Information Technology	\$213,000
Annual Budget for Library Resources	\$180,000
Per-Capita Financial Support Received from University	\$6,081.07

Private Outside Monies Received by Source	\$914,319.75
Ahmanson Foundation	\$500,000.00
Jeanne R. Woodbury Trust	\$400,000.00
801 Grand LLC (J. Shulman Institute)	\$6,000.00
Modernica, Inc.	\$2,706.25
Elena N. Evans	\$1,000.00
Norman R. Millar	\$1,000.00
Nina H. Taylor	\$1,000.00
Various	\$1,938.46
Studio Area (Net Sq. ft.)	31,800 (incl. 11,800 off site)
Total Area (Gross Sq. ft.)	67,250 (incl. 18,700 off site)

FULL-TIME FACULTY SALARIES	<u>Number</u>	<u>Minimum</u>	<u>Average</u>	<u>Maximum</u>	<u>Univ. Avg.</u>
Professor	5	\$66,981	\$75,225	\$87,591	\$83,083
Associate Professor	3	\$56,677	\$60,112	\$66,981	\$65,375
Assistant Professor	1	\$56,677	\$56,677	\$56,677	\$54,423
Instructor	0	0	0	0	0
Visiting	1	\$56,677	\$56,677	\$56,677	\$56,677

FACULTY DATA	<u>Department Total</u>		
Full-Time Faculty	10		
Part-Time Faculty	62		
Full-Time Equivalent (FTE) Faculty	28.8		
Tenured Faculty	0		
Tenure-Track Positions	0		
4.6.7 FTE Administrative Positions	3		
Faculty Engaged in Service to Comm.	7		
Faculty Engaged in Service to Univ.	11		
4.6.7.1 FT Faculty who are U.S. Licensed Registered Architects	8		
PT Faculty who are U.S. Licensed Registered Architects	18		
Practicing Architects	60		
FTE Graduate Tas			
FT Faculty Avg. Contact Hrs/Wk			
PT Faculty Avg. Contact Hrs/Wk			
		NO. FULL-TIME FACULTY CREDENTIAL.	
		Ph.D.	1
		D. Arch.	0
		M.A. or S.	2
		Prof. M. Arch.	6

	<u>FT</u>	<u>PT</u>	<u>Tenured</u>	<u>Prof.</u>	<u>Assoc.</u>	<u>Assist.</u>
African-American Faculty	0	0	0	0	0	0
Native American Faculty*	0	0	0	0	0	0
Asian/Pacific Island Faculty	0	6	0	0	0	0
Hispanic Origin Faculty	1	11	0	0	0	0
Women Faculty	6	15	0	2	4	0

4.6.8 NAAB Response to Woodbury University Annual Reports

School:
Woodbury University

Degree Type(s): Bachelor of Architecture (5 years)
Next Visit (or Focused Evaluation): 2008
Annual Report Date: May 29, 2003
Visiting Report Date: March 14, 2002

Submission Requirements

1. 2003 NAAB Statistical Report

Received

2. Response to deficiencies identified in the most recent Visiting Team Report

Received, see below.

3. Summary of changes in the accredited program

Received

Commentary on Conditions Not Met

Although all conditions were met, the Visiting Team Report identified a concern regarding insufficient resources. Recommend continued reporting on future improvements in this area.

Commentary on Causes of Concern

Administration Coordination (Team Comments)

Recommend continued reporting on the clarification of administrative and academic processes and effect of reorganization.

Enrollment Goals and Resource Development

Recommend continued reporting on progress in this area.

Department lines of Academic and Administrative Responsibility

See administrative Coordination above.

Representation on Board of Trustees

Recommend continued reporting on the expansion of trustees related to the architecture profession.

Use of Faculty and Program Projects in Development

Recommend continued reporting on integration of faculty and student work in promoting the program in the community.

Adequate Support

Recommend continued reporting on support for faculty as well as administrative positions.

Commentary on Conditions Met

The Annual Report describes improvements and/or issues relating to fourteen of the conditions or criteria judged as met in the Visiting Team Report.

AR Date: June 1, 2004
VTR Date: 2002

Section One:
Checklist of required elements

- | | | |
|---|------------|---------------------------------------|
| 1. Statistical Report | ✓ Included | <input type="checkbox"/> Not Included |
| 2. Response to deficiencies identified in the most recent VTR | ✓ Included | <input type="checkbox"/> Not Included |
| 3. Changes in the accredited program | ✓ Included | <input type="checkbox"/> Not Included |

Section Two (A):
Assessment of response to deficiencies

Condition 5, Human Resources

- Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on efforts to provide a sufficient number of faculty, staff and administrative personnel, a workable balance between full and part-time faculty and their appropriate compensation to aid long-term retention.

Section Two (B):
Assessment of response to causes of concern

Role in the University

- Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on efforts to receive a proportional commitment to the architectural program from the University such as the addition of a full-time new faculty line. Also continue reporting on the autonomy and university support for the program through open and direct channels of reporting and communication. And continue reporting on representation of architecture on the board of trustees as related to its impact in the university.

Condition 1.2, Architecture Education and Students

- Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on the role of students in representing their concerns in the administration of the program such as the involvement of student groups advocating the adjunct faculty and concern for overburdened full-time faculty.

Condition 4, Social Equity

- Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on efforts to compensate part-time faculty competitively so that retention over longer periods is possible to achieve continuity.

Condition 5, Human Resources

- Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on efforts to balance the benefits of substantial practitioner involvement in education with the needs for the service, direction and continuity from full-time faculty as well as compensation that is competitive for the region.

Condition 6, Human Resource Development

Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on efforts to have equitable distribution of resources and management for each physical campus location.

Condition 7, Physical Resources

Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on efforts to expand space for architecture on the Burbank campus and fully accessible space in the Hollywood studio.

Condition 8, Information Resources

Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on the improved availability of computer resources and other materials in close physical proximity to the primary facilities.

Condition 9, Financial Resources

Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on plans to implement a focused fund-raising program for architecture and how appropriate personnel will have time made available for these development efforts.

Condition 11, Professional Degrees and Curriculum

X Satisfied, no further reporting required[†] Further progress needed

For the next APR, provide a comprehensive description of the curricula that is combined with local associated community colleges.

Section Three:
Changes to the accredited program

The annual report notes many accomplishments during the year in student educational opportunities, an architectural endowment for scholarships and two new pose-professional graduate programs.

AR Date: 2005
VTR Date: 2002

Section One:
Checklist of required elements

- | | | |
|---|------------|---------------------------------------|
| 1. Statistical Report | ✓ Included | <input type="checkbox"/> Not Included |
| 2. Response to deficiencies identified in the most recent VTR | ✓ Included | <input type="checkbox"/> Not Included |
| 3. Changes in the accredited program | ✓ Included | <input type="checkbox"/> Not Included |

Section Two (A):
Assessment of response to deficiencies

Condition 5, Human Resources

- Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on efforts to provide a sufficient number of faculty, staff and administrative personnel, a workable balance between full and part-time faculty and their appropriate compensation to aid long-term retention.

Section Two (B):
Assessment of response to causes of concern

Role in the University

- Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on efforts to clarify and expand the role and identity of architecture in the wider university.

Condition 1.2, Architecture Education and Students

- Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on student involvement for both locations in governance issues.

Condition 4, Social Equity

- Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on efforts to compensate faculty competitively to achieve program continuity.

[†] Although an area may be marked "satisfied, no further reporting required," the next visiting team may include in its report its own assessment of the program's response to the deficiency.

Condition 5, Human Resources

Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on establishing a balance between part- and full-time faculty, as well as faculty compensation and adequate support staff.

Condition 6, Human Resource Development

Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on efforts to provide for appropriate resources for faculty development.

Condition 7, Physical Resources

Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on efforts to expand space in each location.

Condition 8, Information Resources

Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on improved library facilities.

Condition 9, Financial Resources

Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on plans to implement a focused fund-raising program for architecture.

Condition 11, Professional Degrees and Curriculum

X Satisfied, no further reporting required[†] Further progress needed

For the next APR, provide a comprehensive description of the curricula that is combined with local associated community colleges.

Section Three: Changes to the accredited program

The annual report notes many accomplishments during the year in student travel programs and progress in the San Diego location.

[†] Although an area may be marked "satisfied, no further reporting required," the next visiting team may include in its report its own assessment of the program's response to the deficiency.

NAAB RESPONSE TO WOODBURY UNIVERSITY
2006 ANNUAL REPORT

Rec'd Date: 6/8/2006
Date of Visit: N/A

Section One:
Checklist of required elements

1. Statistical Report	~Included	Not Included
2. Response to deficiencies identified in the most recent VTR	~Included	Not Included
3. Causes of Concern	~included	Not Included
4. Changes in the accredited program	~Included	Not Included

Section Two (A):
Assessment of response to deficiencies

Condition 5: Human Resources

Further progress is needed, since there is little evidence that supports a solution in place to address the team's concerns that the program is out-performing its resource support. Furthermore, as evident in your **2006** Annual report, "the program remains resource-challenged and the concerns of the visiting team is still warranted." As such, be prepared to address these deficiencies in your program's **2007** APR, and during the next (**2008**) visit.

Criterion

None reported.

Section Two (B):
Assessment of response to causes of concern

Insufficient progress has been made to address the Visiting Team's causes for concern to clarify the role of the School of Architecture and Design within the context of Woodbury University as to the aspirations of the institution with regards to enrollment and resource and development potential. Further progress is needed.

Section Three:
Changes to the accredited program

San Diego

Administrative shortfalls associated with a remote campus still persist.

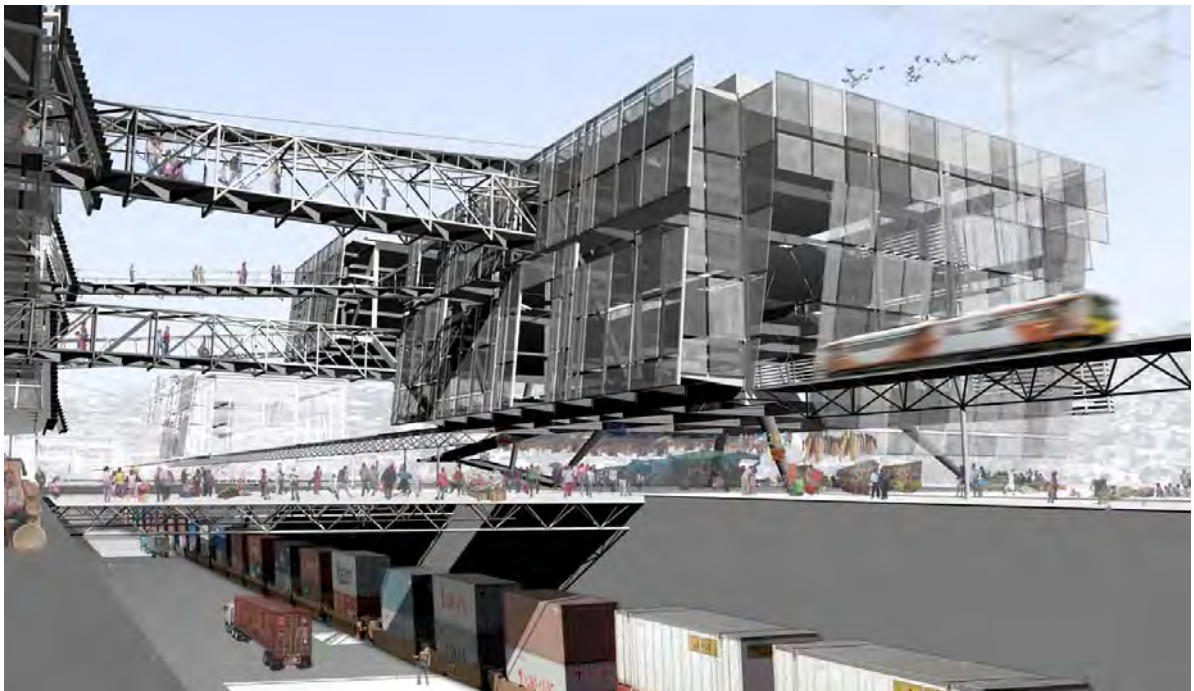
New post-professional graduate program

Further reporting is needed on any interrelationship between the first professional program and the new post-professional graduate program M.Arch. RED.

t Although an area may be marked "satisfied, no further reporting required," the next visiting team may include in its report its own assessment of the program's response to the deficiency.

ARCHITECTURE PROGRAM REPORT
WOODBURY UNIVERSITY
SCHOOL OF ARCHITECTURE
SEPTEMBER 2007

5 APPENDICES



Matthew Beausoleil/Noel Moreno, 1st Place Winner 07 ACSA Steel Competition, Open Category, Instructor: G. Smulevich

5 APPENDICES

5.1 Librarian's Appendices

Addendum A

Chart of holdings by Library of Congress Classification - Preliminary collection evaluation

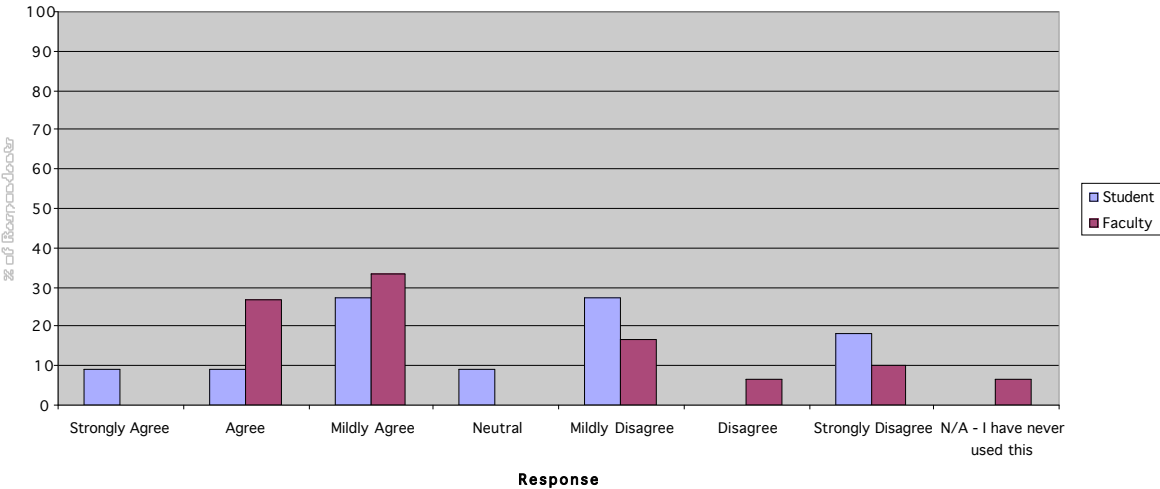
Call Number Range	Subject Area	BOOKS		VIDEOS	
		Burbank	S.D.	Bur.	S.D.
H		80	0	0	0
HD		2309	28	27	0
HT		426	57	5	0
N	Visual arts, art history	2828	107	146	0
NA	Architecture, Interior Architecture	8324	3409	148	0
NC	Drawing, Design, Illustration	1364	25	n/a*	0
NE	printmaking, woodcuts	181	3	1	0
NK	Decorative Arts (includes furniture, textile arts, woodwork, metalwork)	2243	53	14	0
SB		351	6	1	0
T		374	0	4	0
TA		230	32	7	0
TH	Building Construction	506	0	10	0
TJ	energy, energy conservation & alternatives	110	1	0	0
TK4000- TK4999	Electrical/Lighting Design	14	0	0	0
TS1 - TS154.9999	Industrial Design	15	0	0	0
<hr/>					
Total NA		8324	3409	148	0
Total all other areas		10,951	312	215	0
TOTAL**		19,275	3721	363	0

*Videos classed in NC are all animation

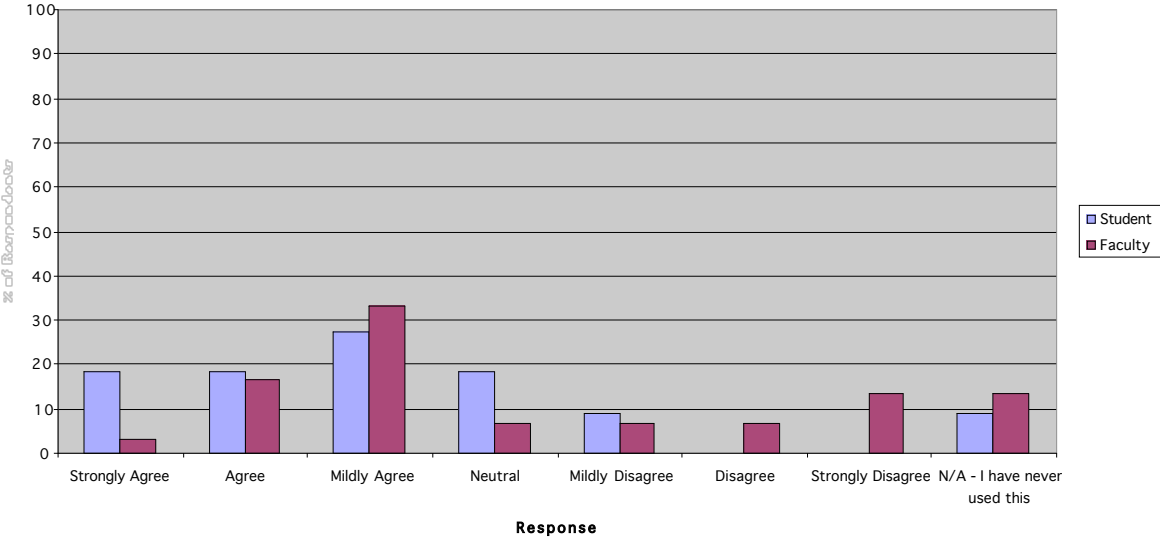
** total items 8/2007

Addendum B

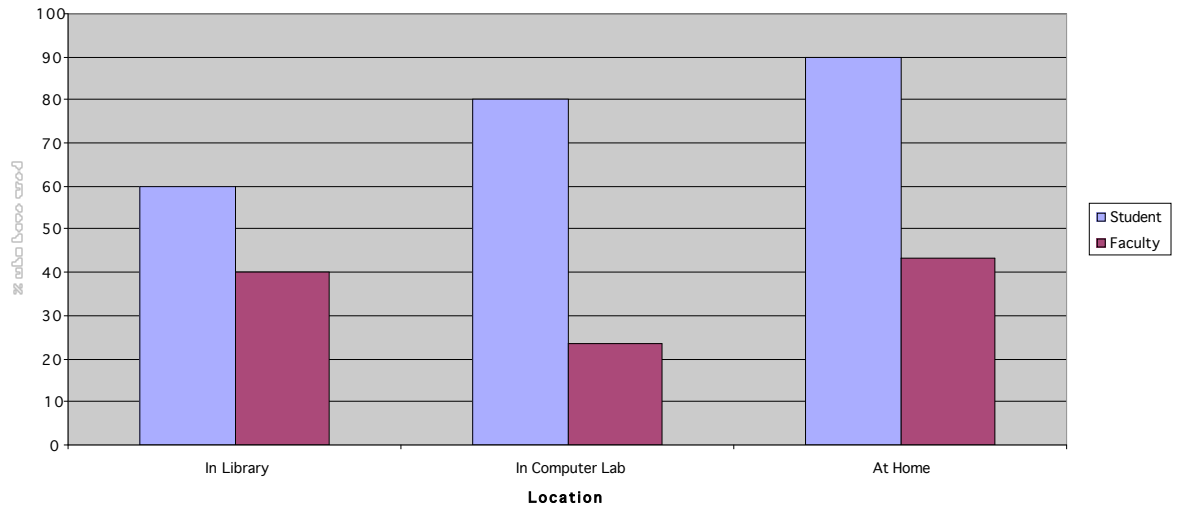
The library has enough books in my subject area



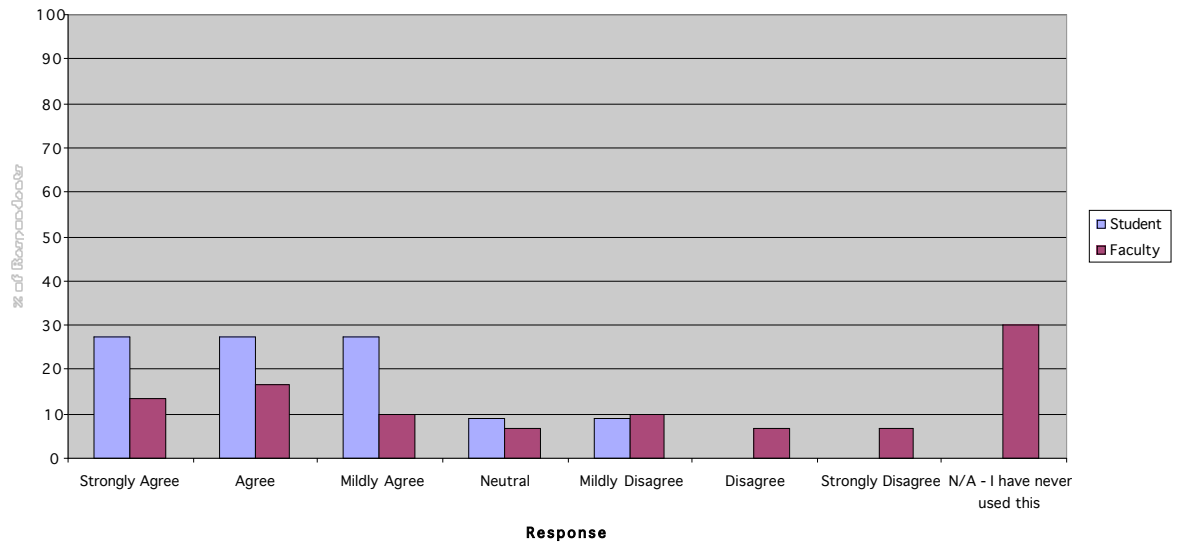
The library has enough print/hard copy magazines and journals



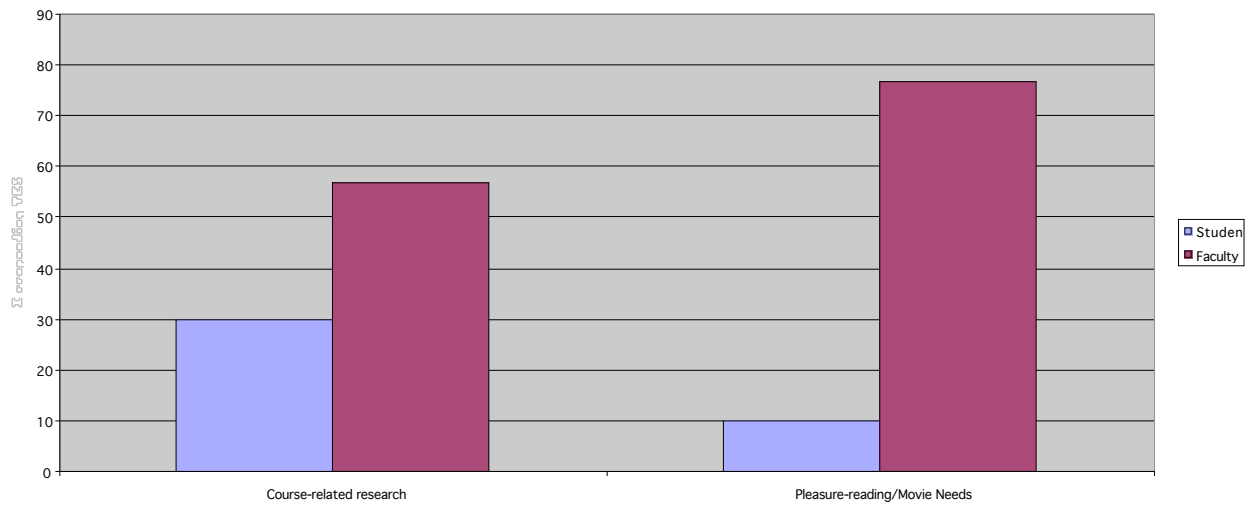
Have you used the Woodbury Library's periodical databases...



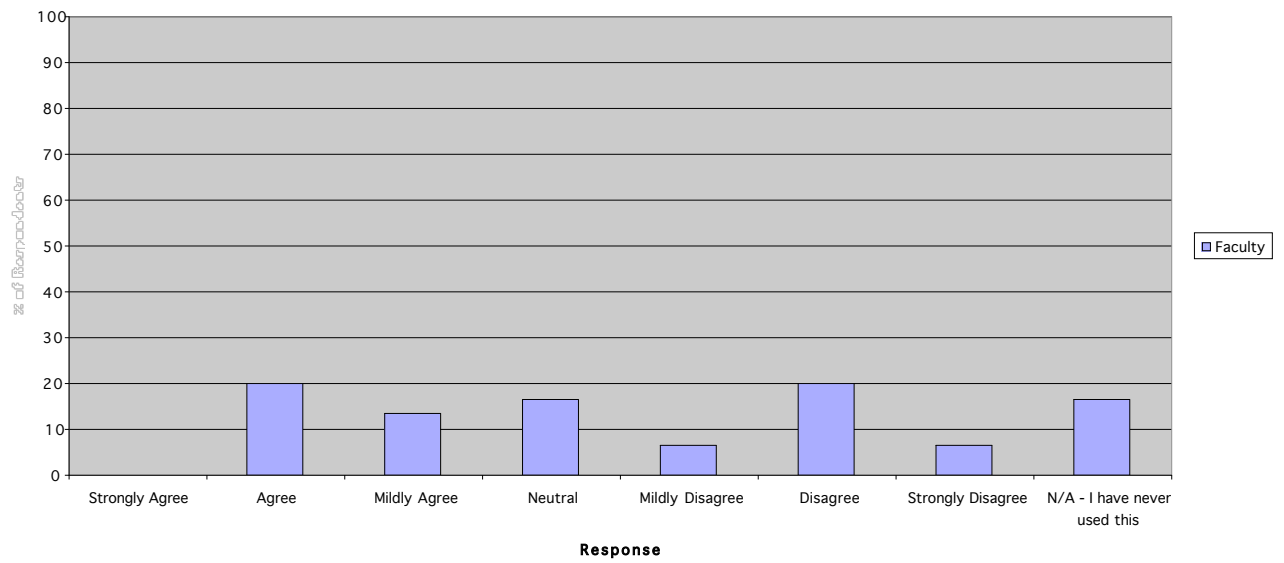
The library has enough online databases



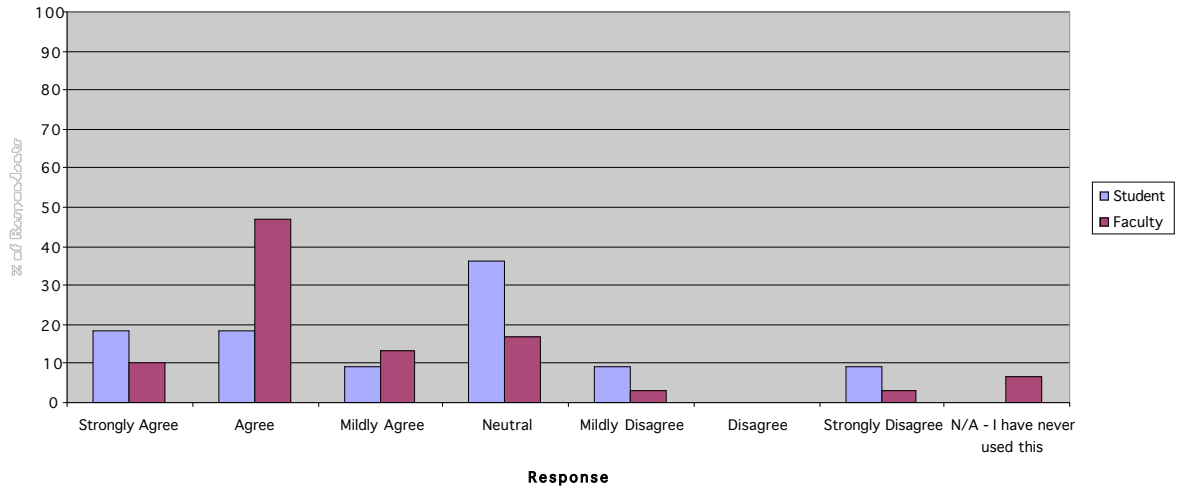
Do you use other local libraries for your.



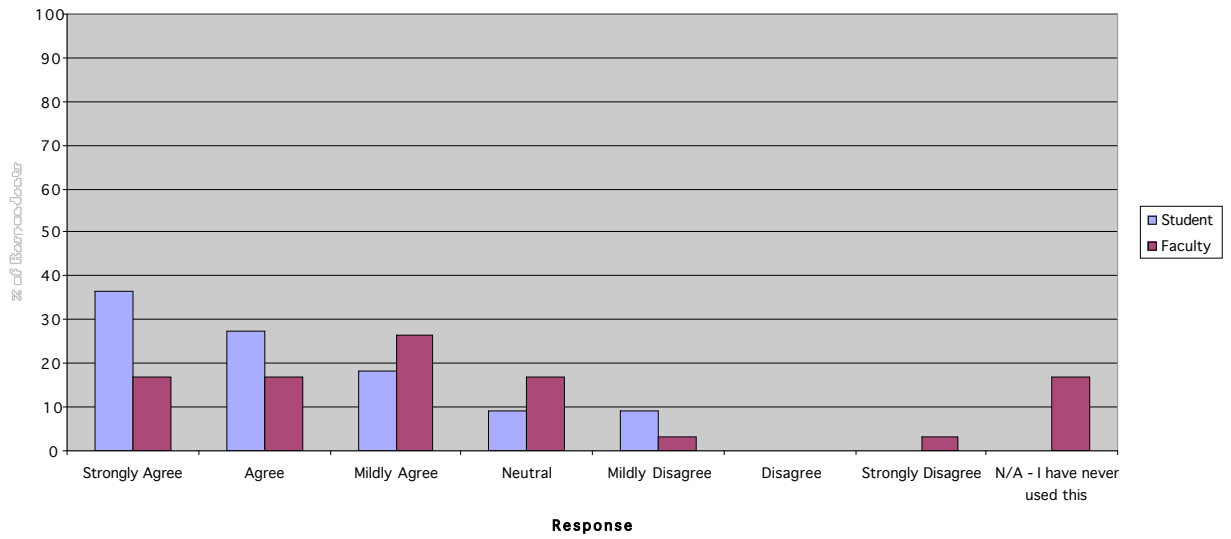
The library has enough library material for my professional development needs



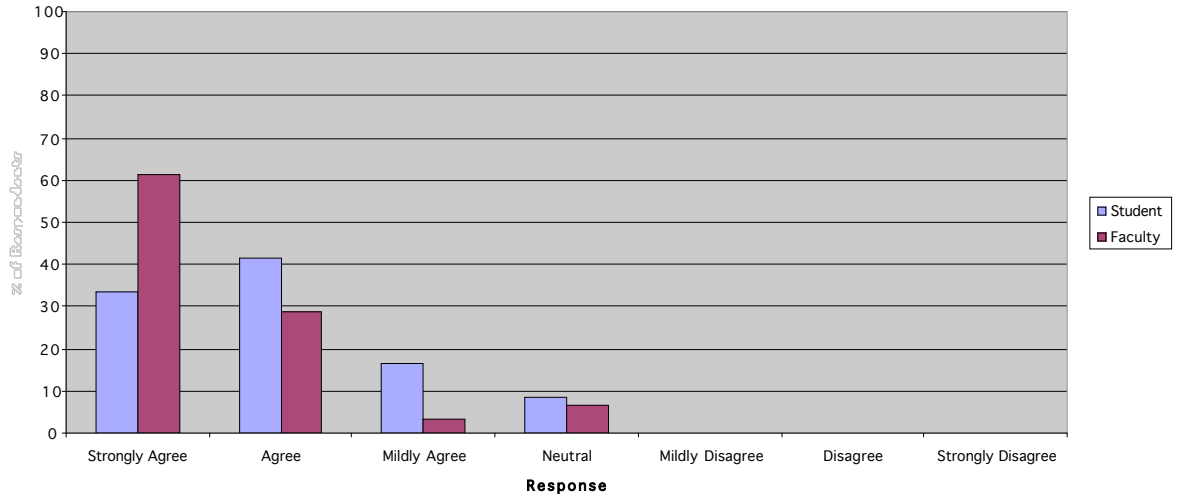
The library has materials that are easily found



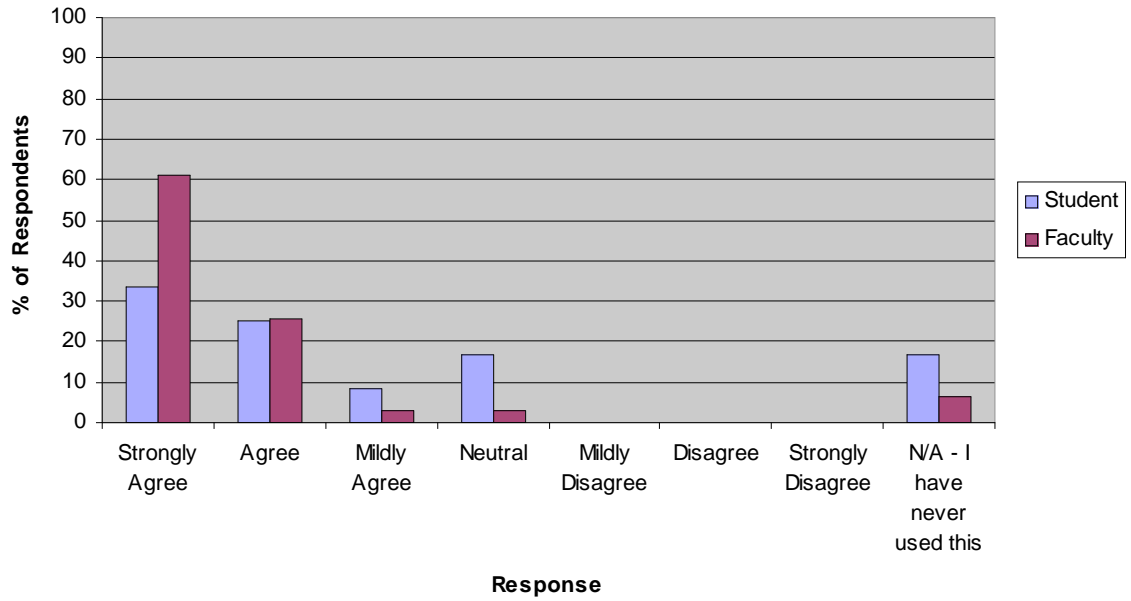
The library has a website that is easy to use



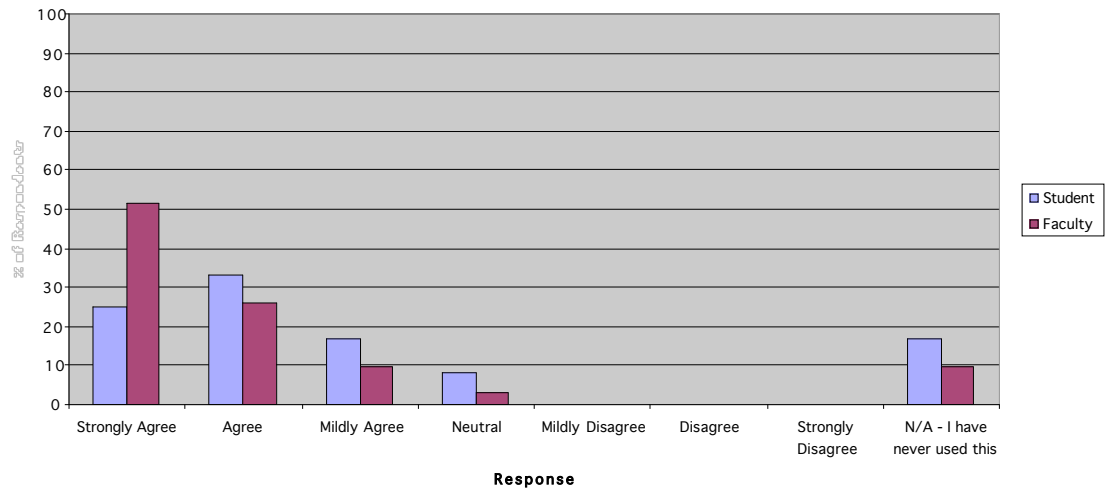
The library has helpful staff at the circulation desk



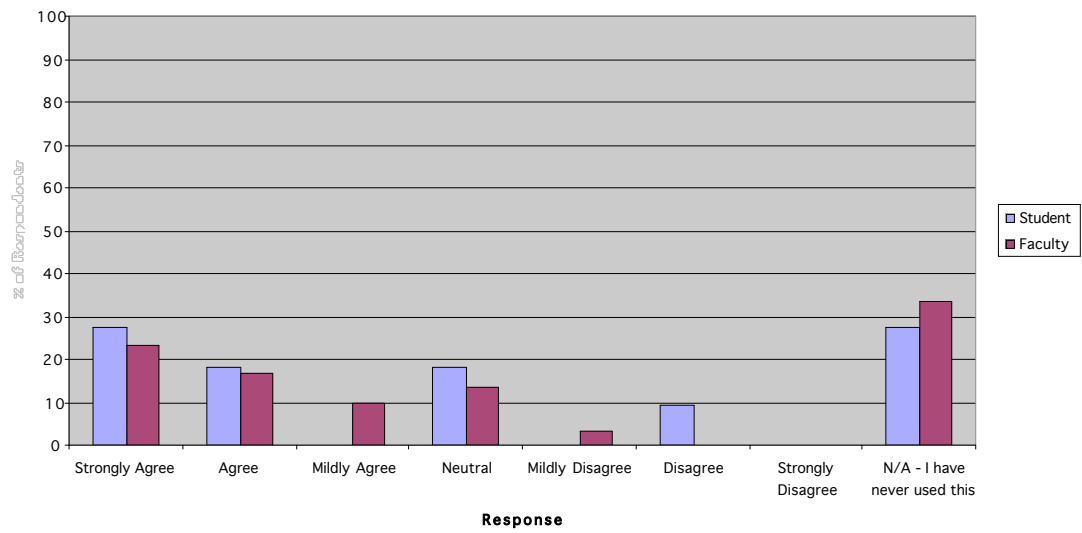
The library has helpful staff at the reference desk



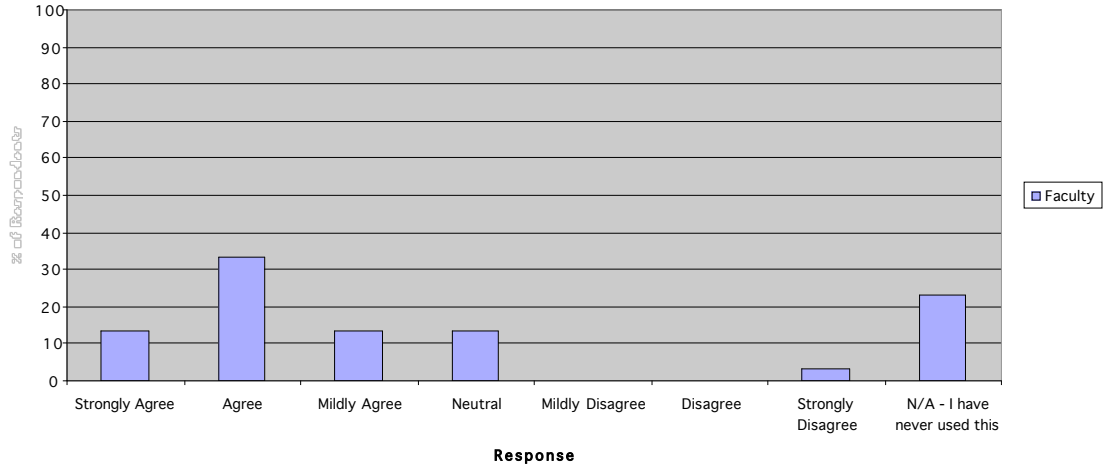
The library has accurate reference service



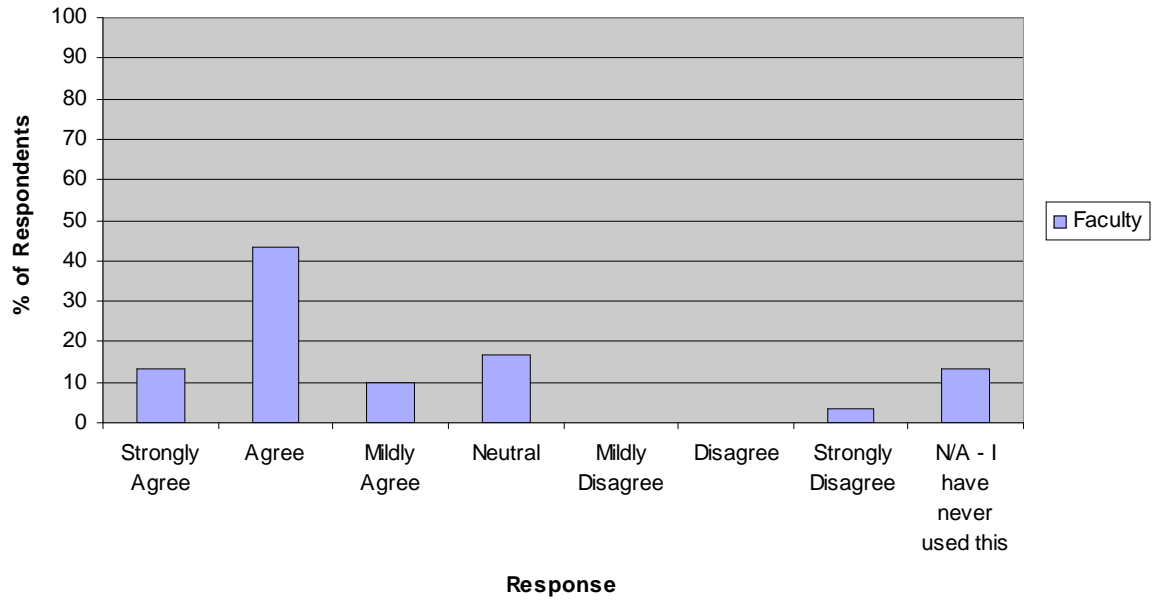
The library has interlibrary loan service that provides materials in a timely manner



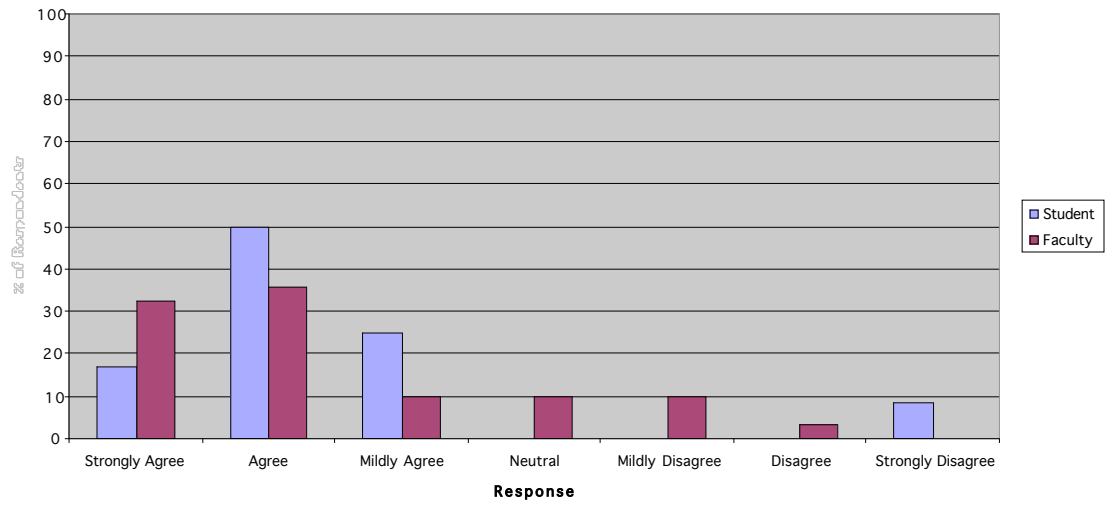
The library has a library instruction program that has benefited the students in my classes



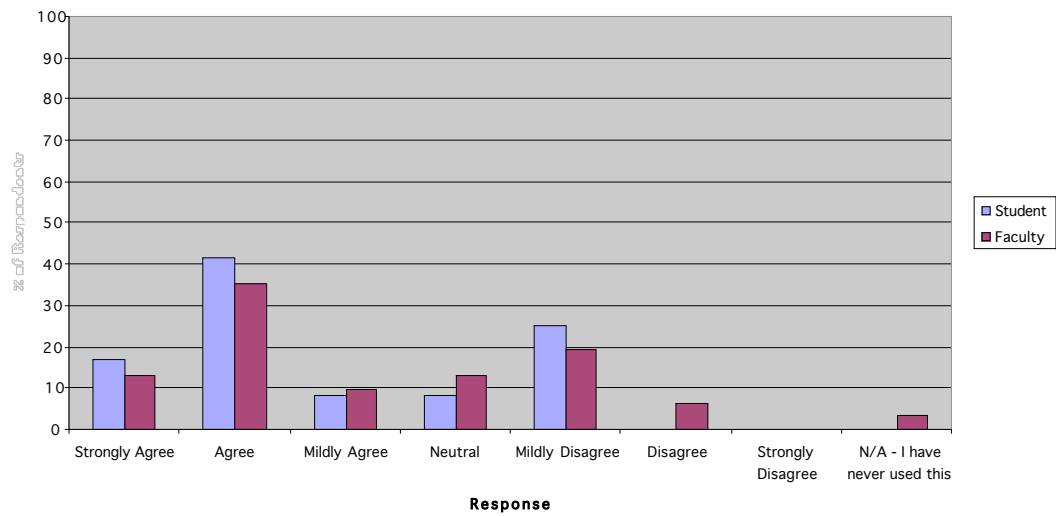
The library has an adequate course reserve materials system



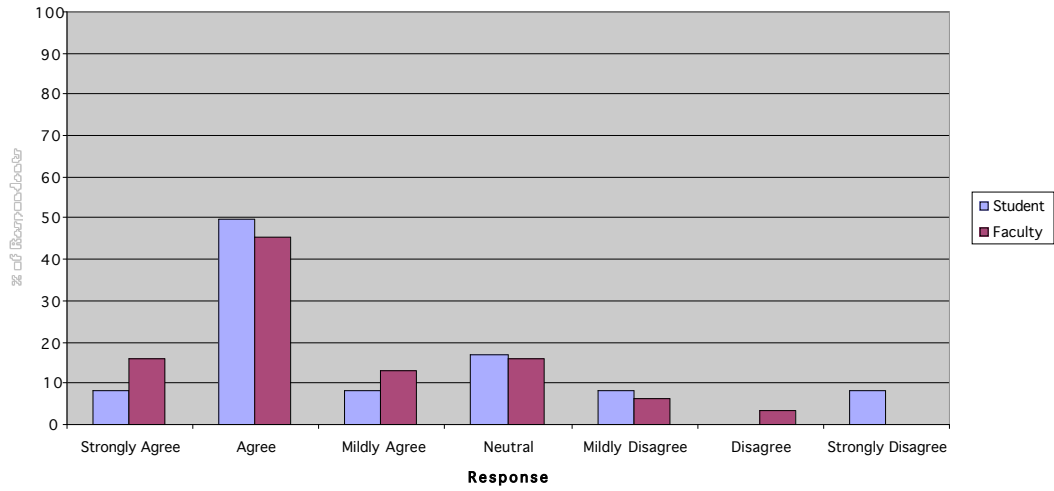
The library has a physical environment that is comfortable



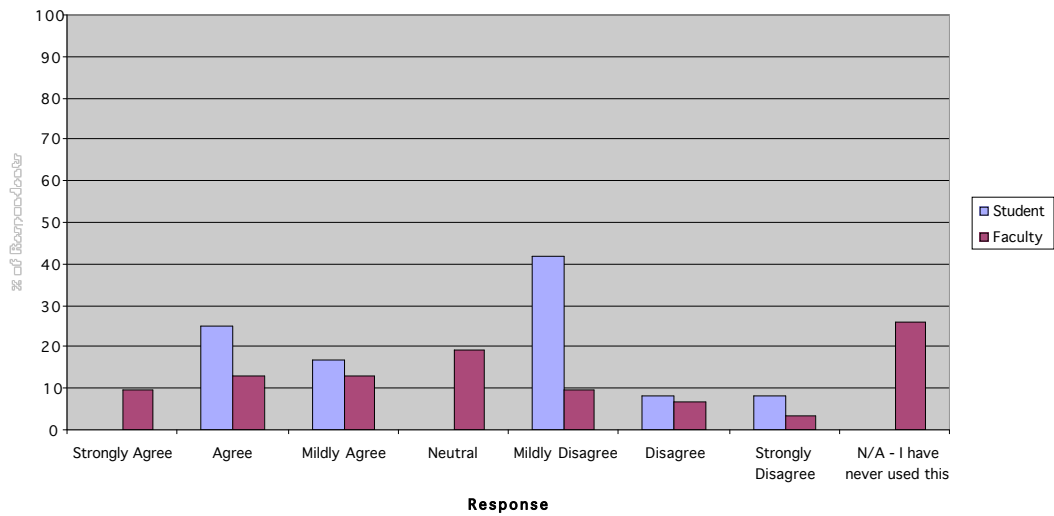
The library has enough light to work comfortably



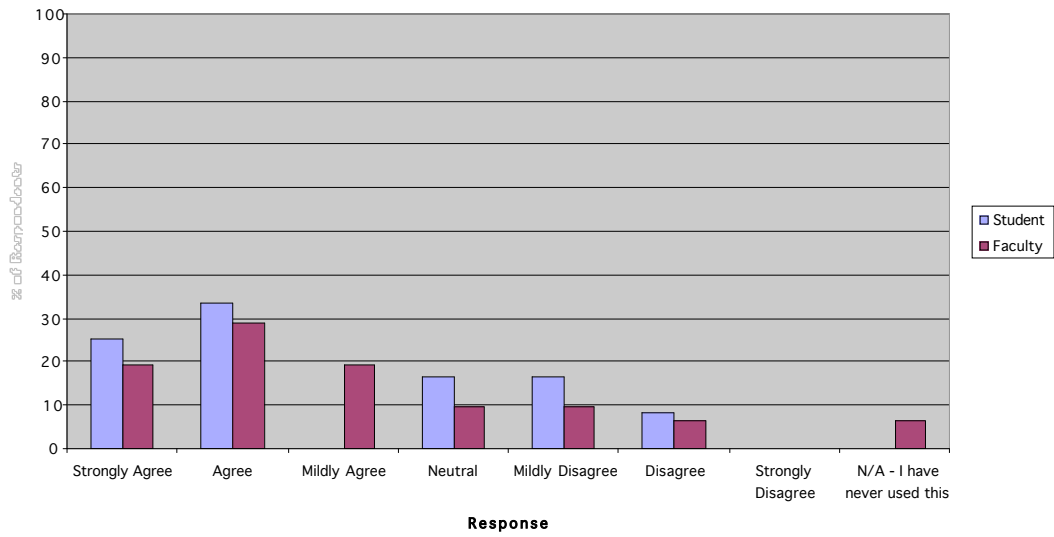
The library has enough seating



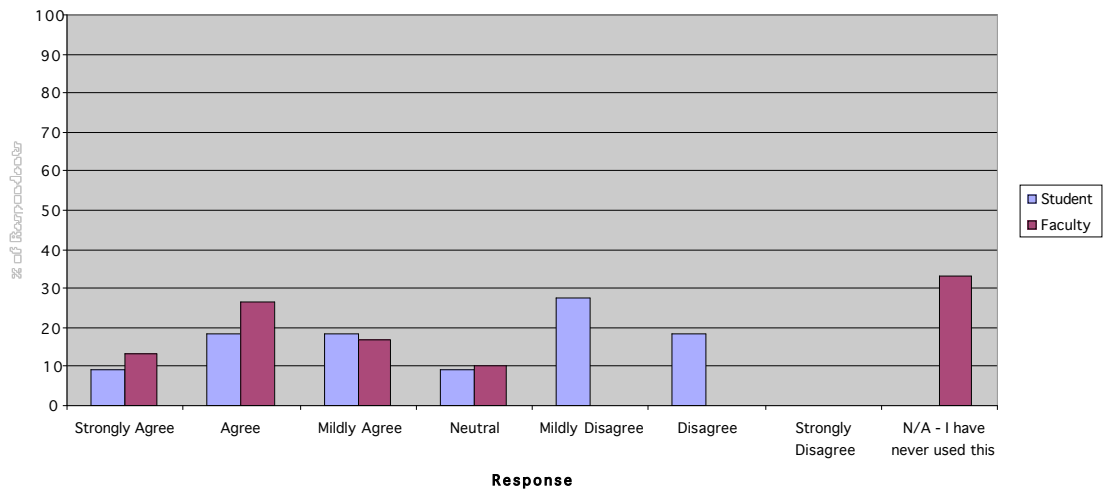
The library has enough areas for group study



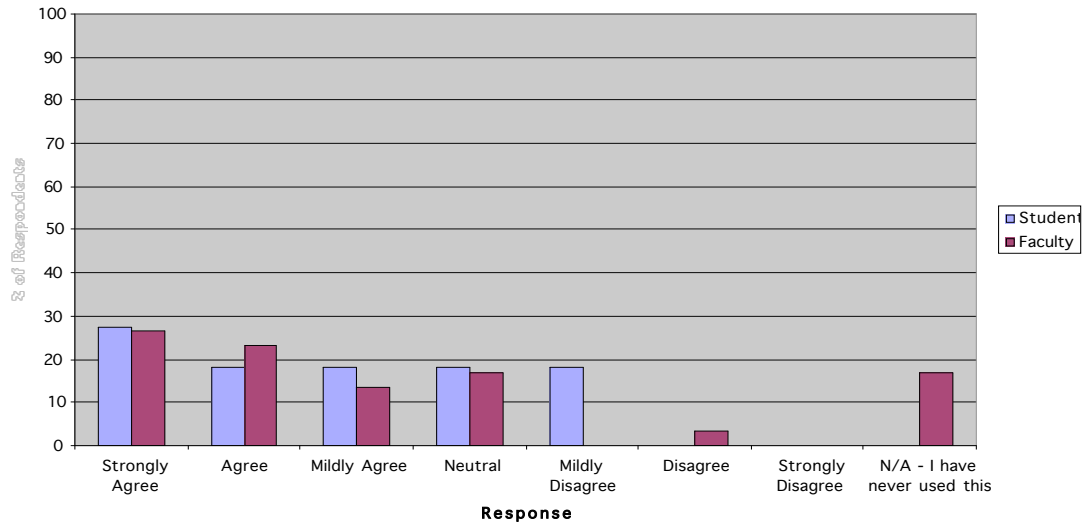
The library has enough areas for quiet work



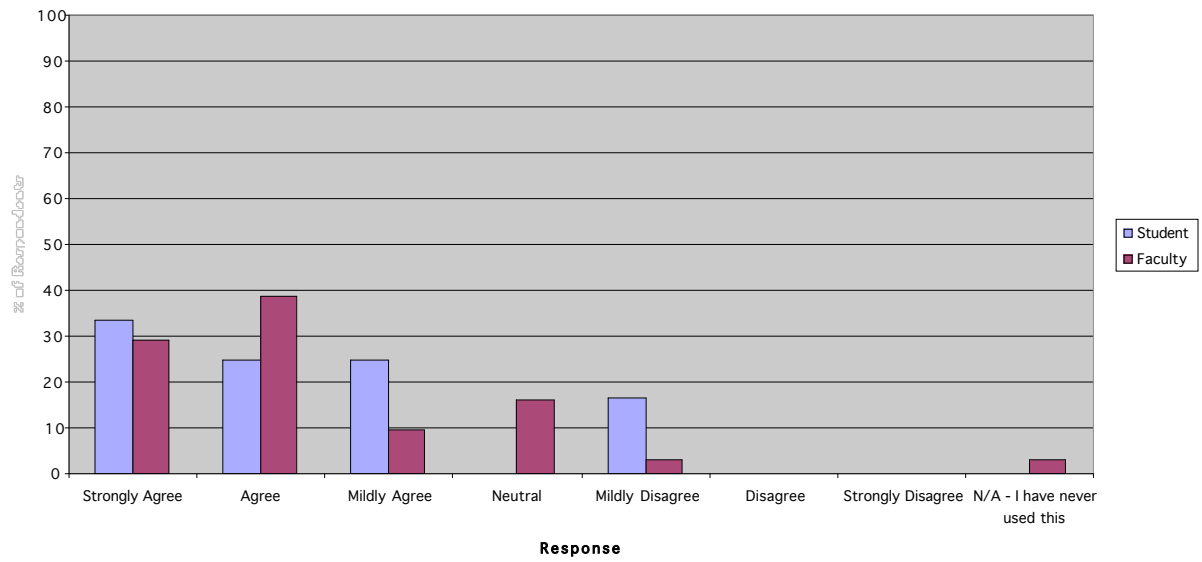
The library has enough computers for my needs



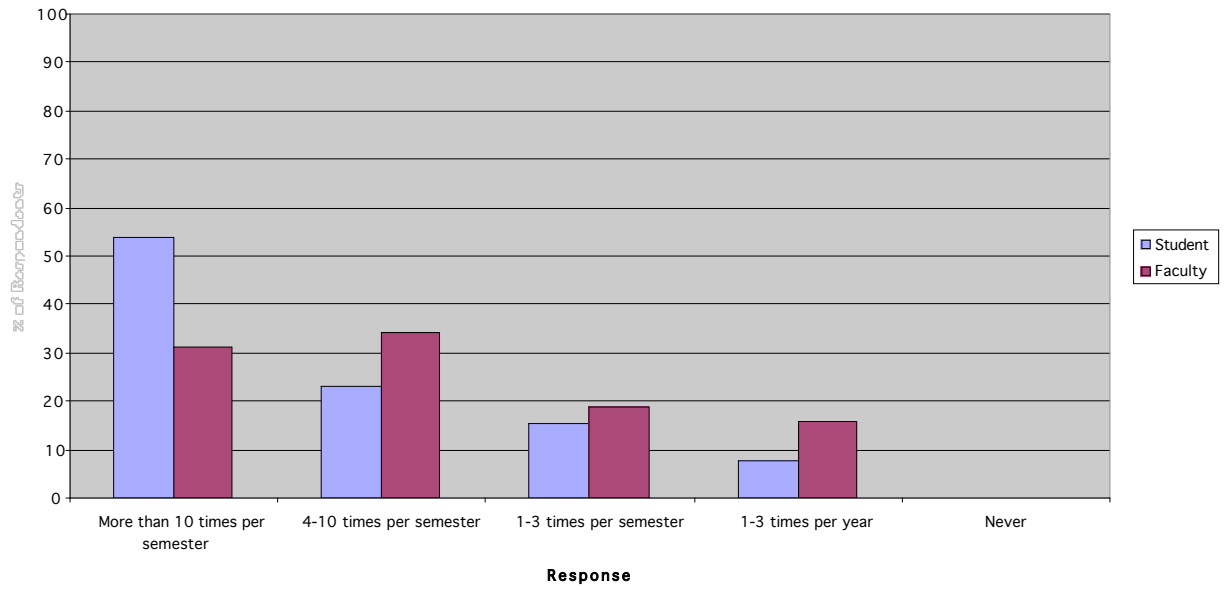
The library has enough equipment (copiers, printers, scanners)



The library has adequate open hours for my needs



How often do you visit the Woodbury Library in person?



Addendum C

Name	Books	Periodicals	Databases	FTE students	books per FTE
Cal Poly SLO	\$20,000			817 ¹⁰	\$24
New School of Arch & Design	\$8,045	\$3,960	\$2,850	306 ¹⁰	\$26
SCI-Arc	\$20,000 ³	\$20,000 ⁴		526 ¹⁰	\$38
Woodbury	\$18,000 ⁵	\$13,852	\$32,052 ⁸	472	\$38
USC	\$28,000			590 ⁹	\$47
Cal. Coll. Of Arts, SF	\$7,500 ⁵			153 ¹⁰	\$49
CCNY City College, New York	\$24,410 ¹	\$15,000		323 ¹⁰	\$76
Norwich Univ., VT	\$14,000 ²			163 ⁹	\$86
Boston Arch. Center	\$69,800	\$18,500		724 ¹⁰	\$96
Roger Williams Univ., RI	\$43,000	\$37,500		383 ¹⁰	\$112
UT, San Antonio	\$76,000 ^{5,6}	\$17,000 ⁷	\$9,000	644 ¹⁰	\$118
Notes:					
Expenditures data collected 8/07 by New School A&D					
Woodbury data from current report, Burbank & San Diego combined					
¹ Includes \$3,000 from School of Arch; budget has fluctuated wildly in last several years; e.g. 2002/03 = \$5,000; 2003/04=\$20,500; 2004/05\$3,500; 2005/06=\$14,970					
² Art and architecture					
³ Ranges between \$20,000--\$30,000; most from donations; \$5,000 from school					
⁴ Unusually high this year because of one-time costs; includes online sources					
⁵ Includes A-V					
⁶ \$32,000 for current titles & \$42,000 for older titles					
⁷ \$9,000 for current titles & \$8,000 for backfiles					
⁸ Includes art and design databases					
⁹ FTE students, data from 2003 ACSA Guide					
¹⁰ FTE data from 2006 stats at NAAB website					

5.2 Lectures, Exhibits, Grants

Woodbury Lecture Series/San Diego

Fall 02

Eric O. Moss	James Cooper	Ruben Ortiz Torrez
David Antin	Judith Sheine	Christopher Cornubert
Dene Oliver	Helen Mayer Harrison	Newton Harrison
Gary Paige		

Spring 03

Angelo Bucci	Mike Davis	Lebbeus Woods
Betty-Sue Hertz	John Baldessari	Allan Kaprow
Mary Beebe	Barbara Kruger	Lindsay Levansky
Steven Schick	Pau de Sola-Morales	Maria Bohigas

Fall 03

Michael Sorkin	LOT-EK	Rebecca Solnit
Iwamoto-Scott		

Spring 04

Renata Hedjuk	Michael Webb	Saskia Sassen
Ed Soja		

Fall 04

Javier Sanchez	Roger Sherman	Christine Boyer
Flying City Urbanism Research Group		Caracas Think Tank

Spring 05

Robert Salomon	Darren Petrucci	Mark Robbins
Jose M. Castillo	Barkow Leibinger	Andrei Both

Fall 05

Massimiliano Fuksas	Frank Barkow	Paul Ramirez Jonas
Predock_Frane	Predock Frane	Lars Lerup
Raoul Bunschoten		

Spring 06

Michael Bell	Alan Sekula	Anuradha Mathur
Julie Eizenberg		

Fall 06

Suzanne Lacy	Roemer van Toorn	Bryan Bell
Brigitte Shim	Victoria Beach	

Spring 07

Tay Kheng Soon	Stephen Luoni	Martha Rosler
Grant Kester	Belinda Tato	Agnes Denes

Woodbury Lectures Burbank/LA

2002-03: Green Matters

Design in the Divided City : Secession and the Built Environment; Panel Discussion sponsored by the L.A. AIA

Judith Sheine, CalPoly

Michelle Addington, Harvard GSD

Angelo Bucci, Belas Artes, Sao Paolo Brazil

Lorraine Wild, Principal, Lorraine Wild Design

Lebbeus Woods, Cooper Union

Julia Czerniak, Syracuse University, School of Architecture"

Michael Rotondi FAIA, RoTo Architects

2003-04: Green Matters: Response Design

Lisa Iwamoto & Craig Scott, IwamotoScott Architecture

Barbara Ambach, University of Colorado

Jennifer Siegal, OMD

Huston Eubank, Rocky Mountain Institute

Diane Ghirardo, USC

Ted Smith, Woodbury

Sarah Graham & Marc Angelil, Angelil Graham Architecture

Larry Scarpa, Pugh + Scarpa

Paul Loeb, independent scholar

2004-05: Lectures + Faculty Colloquia

Paulette Singley, Woodbury

Gerard Smulevich, Woodbury

Nick Roberts, Woodbury

Paul Groh, Woodbury

Fred Alan Wolf

Jeff Reese, artist

Elena Manfredini, architect

Peter Testa, Architect/Designer

Josh Coggeshall, Woodbury

Barkow Leibinger Architects, Berlin

Tony Denzer, Woodbury

2005-06: Materials Now

William McDonough, UVA

Ingalill Wahlroos-Ritter, Woodbury

Michael Fox, Fixlin Studio

Maggie Orth, International Fashion Machines

Marta Male-Aleman and Jose Pedro Sousa, ReD

Meejin Yoon, MIT

John Fernandez, MIT"

Kevin Alter, University of Texas

Marcelo Spina, SCI-Arc

Janet Stoyel, University of the West of England

2006-07

Helena Jubany, Jubany Architecture

Los Angeles: City of the Future:

EDAW / DMJM Design

Eric Owen Moss Architects

George Yu Architects

Griffin Enright Architects

Jenifer Siegal/Nick Pisca/Roland Ritter/Paulette Singley/Emily White

Roger Sherman Architecture / Dana Cuff / Robert Somol
Xefirotarch + Imaginary Forces
Mark Rios, Rios Clementi Hale Studios
Janet Echelman, sculptor
Bruce Danziger, ARUP
Virginia Postrel, writer
Hadley+Peter Arnold, Woodbury

Exhibitions Burbank/LA:

European Summer Abroad Studio, Fall 02, 03, 04, 05

A major exhibit of student work from the European traveling studios, focused on observing and analyzing European urban conditions diachronically.

Barbara Ambach, Drawings and Projects, Fall 03

Solo exhibit of work by a practicing architect and architectural educator.

AR 487/491 Rome/LA, Fall 03

Woodbury's first field trip abroad during a regular semester.

Gerard Smulevich, Bunkerkunst, Fall 04

Inspiring body of photographic work by one of our most influential studio faculty members.

Korea Mini-Studios, Fall 04

The Korea mini-studios resulted from an exchange program developed with Woosong University. The mini-studios ran in Summer and Fall 2004, and were co-taught by Norman Millar and Catherine Herbst.

Paul Groh, Reconstructions, Spring 05

Solo exhibit of digital work, photography, painting, and mixed media by longtime participating adjunct studio faculty member.

Architecture Student Photographers (by invitation), Spring 05

Architecture student photographers June Pena and Colin Higgins exhibited their work.

Seminar Exhibit, Three Units in Search of a Praxis, Fall 05

The three Contemporary Issues courses produced work for this exhibit.

Faculty Development Awards, Spring 05, Spring 06

The Woodbury University Faculty Association makes faculty development awards each year, some of which result in art/design work. The Wedge hosted exhibits in Spring 05 and 06.

Architecture Student Photography Exhibit (by jury), Spring 06

Architecture students were invited to submit photographs that supported their academic work. A jury reviewed the submissions and chose the top 24 images for display. This competition/exhibit will be held again in Fall 07, supported this time with awards from the Julius Shulman Institute.

Roma Summer Studies, Fall 06

A transdisciplinary summer studies program was inaugurated in Summer 2006, led by Drs. Paulette Singley (Architecture) and Elisabeth Sandberg (Literature/Humanities). Student work, including 2D and 3D observation and analysis, was displayed.

ACSA West/Topic Studio Exhibit, Works in Progress, Fall 06

This exhibit highlighted work from all the Fall 06 topic studios and was timed to coincide with the ACSA West Regional Conference held at Woodbury in October 2006.

San Diego Objectmaking, Spring 07

A first in Burbank: an all-San Diego exhibit of work from the Fall 06 Objectmaking classes taught by Steve Rosenstein, San Diego shop supervisor and adjunct faculty.

Ramon Ramirez, Postcards from a Shifting Landscape, Spring 07

Solo exhibit of paintings by nationally recognized artist and adjunct Design Communication faculty member Ramon Ramirez. Partially funded by a Maxine Frankel Award and featuring collaborative paintings done with a team of Woodbury students.

Hollywood CCRD exhibits and public programs:

Mapping Woodbury: 31 Architects, Spring 2006 gathered selected work from Woodbury School of Architecture in an installation conceived and designed by Ingalill Wahlroos-Ritter and a team of seminar students.

Hollywood Confidential explored the myth and reality of Hollywood through the eyes of architects and critics Margaret Crawford, Teddy Cruz and the Los Angeles Urban Rangers. Held at Los Angeles Contemporary Exhibitions (LACE), next door to Hollywood CCRD, the audience included members of Los Angeles's arts, architecture, and academic public as well as Woodbury alumni, faculty, and students.

City of the Future: A presentation and roundtable discussion of ideas formulated during the design competition sponsored by the History Channel, January 2007. Students, faculty and the public had a chance to review work generated during the design competition. The Office of Mobile Design team, which was presented the Infiniti Design Excellence Award by Mayor Antonio Villaraigosa, included founder and principal Jennifer Siegal, who is an inaugural fellow of the Julius Shulman Institute at Woodbury University; architecture professor Dr. Paulette Singley; adjunct architecture faculty members Roland Ritter and Emily White; former adjunct Mark Stankard; and several current architecture students.

San Diego exhibits and public programs:

envy Fall 2004 gallery

Student work exhibition including work from AR269 Object making/Liptak, Rosenstein AR3722 Living in Oblivion/Bertheaud AR166 SoCalArc/Perez, Bosshart and AR114 Drawing as a Design Tool/Perez Bosshart

objektexhibit Fall 2006 parking garage

Student work exhibition including work from AR114 Design Comm 1/Bosshart AR243 Materials/Methods/McInerney AR269Object Making/Rosenstein AR3734 FE Studio/Puzzio,Ralph

Partial list of Visiting Critics, 2002-2007

Burbank/Los Angeles

2007:

Ilaria Mazzoleni
John Enright
Javier Gomez -Alvarez
Mary Ann Ray
Annie Chu
Judith Sheine
John Kaliski
John Jennings
Pat Killen
Michael Pinto
Rashmi Vasavada
Dave Mitani
Dave Hart
Hadrian Predock
Peter Sun

2006:

Javier Gomez-Alvarez
Warren Wagner
Peter Sun
Katrín Terstegen
Larry Scarpa
Rashmi Vasavada
Coleman Griffith
Axel Smitzberger
Michael Pinto
Trina Gunther
Roland Ritter
Julio Zavolta
Jon Linton
Joel Jaffee
Russel Meyers
Melanie Winter
Roland Wahlroos-Ritter
Julianna Delgado
Jim Bassett
Paola Bassett
Doris Sung
Warren Techentin

Penny Herscovitz
Daniel Gottlieb
Anastasia
Congdon
Linda Taalman
Stephen Slaughter
Benjamin Caffey
Ilaria Mazzoleni
Chris Staggs
Lisa Little
Gong Kai (in
China)
Zhong Tang (in
China)
Mark Mack
Annie Chu
John Friedman
Margaret Griffin

2005:

Jennifer Lee
Roland Ritter
Irma Ramirez
Mark Stankard
Ken Long
Trina Gunther
Kirby Smith
Tommaso
Bradshaw
Michael Pinto
Alex Ward
John Jennings
Tony Denzer
Judith Sheine
Victoria Casasco
David Fletcher
John Jennings
Ferruccio Trabalzi
Jack Hartley

2004:

Coy Howard
Jennifer Siegal
Jim Bassett
Judith Sheine
Lorcan O'Herlihy
Teddy Cruz
Irma Ramirez
Warren Wagner
Hadrian Predock
Roger Sherman
Jim Bassett
Warren Wagner
Angela Loughry
Thomas Spiegelhalter
Saba Ghole
John Hirsch
Mike Ferguson
Coleman Griffith
Victoria Casaco

2003:

Robert Mangurian
Mary Ann Ray
Fred Fisher
Teddy Cruz
Warren Wagner
Juli Brode
Barbara Boehm
Wayne Chevalier
Larry Mantle
Mike McDonald
Farzad More
Kevin Mulcahy
Janice Shimizu
Greg Slowik
Christopher Sorensen
Laurent Turin
Randall Wilson

Visiting Critics, San Diego, 2002-2007

Ralph Roesling	Steven Sears	Steve Lombardi
Rob Quigley	Leslie Ryan	Salvador Medina
Rob Walker	Victoria Liptak	Teddy Cruz
Hank Koning	Heather Kurze	Jonathon Segal
Ted Smith	Geraldine Forbes	Brett Farrow
Kathy McCormick	Jon Linton	Sebastian Marsical
Valerie Abe	Eric Nasland	Jennifer Luce
Aaron Anderson	Ricardo Rabines	Marty Poirier
Ian Kay	Randy Hanna	Im Schafer
Haley Hodnett	Matt Wells	David Schafer
Carl Strona	Jim Brown	Todd Rinehart
Juliette Milner	Jim Gates	Kotaro Nakamura
Tito Alegria	Greg Yeatter	Allan Rosenblum
Larry Herzog	Lara Gates	Daniela Deutch
Paul Endres	Francisco garcia	Hota Semper
Miguel Robles	Robin Brisbois	Kevin deFrietas
Jose Parral	Lloyd Russel	Taal Safdie
Petar Perisic	Gidon Singer	Patrick McInerney
Chuck Crawford	Hector Perez	
Chris Puzio	Andy Ralph	Patrick Houlihan

Woodbury Alumni visiting critics

James Bucknam
James Fisher
Dena Foster
Ann Francis
Christina Hernandez
Victor Herrera
Brian Hughson
Ancelmo Perez
Juliette Sedlacek
Dustin Davis
Alex Camp
Natalie LaBerge
Erika Gatts

Woodbury University faculty visiting critics, from across disciplines

Christine Carmichael, Physics
Eddie Clift, Communications
Paul Decker, Interdisciplinary Studies
Gianluigi Gugliermetto, Philosophy
Rich Matzen, Writing
David Rosen, VPAA
Dr. Elisabeth Sandberg, Humanities
Christine Sellin, Art History
Phillip Spradling, Psychology

Randy Stauffer, Interior Architecture
Joshua Stein, Interior Architecture
Marty Tippens, Math
Dr. Douglas Kremer, Director, Transdisciplinary Studies
Steve Meriam
Deborah Forester

Architecture Faculty Sabbatical Projects

Spring 2006

- Norman Millar, to continue education in design technologies and in real estate practices.
- Gerard Smulevich, to compile a photographic book on bunkers from artistic, environmental, historical and architectural vantage points.

Spring 2007

- Paulette Singley, to complete the draft of a book provisionally titled *Montage City: Los Angeles and the Filmic Imaginary after Blade Runner*. The book will examine the inter-relationship of postmodern urbanism and film.

Maxine Frankel Faculty Grants:

2006:

- Jeanine Centuori: \$3,800, for prototype door/table/partition furniture.
- Vic Liptak: \$3,250, for symposium and publication: *Estimating Asia: Traditions, Tensions & Transformations.*
- Ramon Ramirez: \$3,500, for research into impacts of Latino immigration on residential landscapes of Charlotte, NC and Los Angeles, CA.
- Nick Roberts: \$3,750, for study of an emerging urban condition at the northeast edge of Paris leading to a publication.

2005:

- Ingalill Wahlroos-Ritter, with Joshua Stein of MCD: \$3,000, for faculty stipends in directing the I-Scape Library Courtyard Design Competition.
- Norman Millar: \$1700, for six-week educational program in real estate development at the Lusk Center for Real Estate at the University of Southern California.
- Norman Millar: \$3,450, for attending two professional conferences in real estate development by the Urban Land Institute.
- Hadley + Peter Arnold: \$6,000, for continued work on *"The Architecture of Water in the West: Photographing, Teaching, and Retooling the Hydraulic Society."*

Annual Faculty Development Grants:

2007

- Vic Liptak and Vinayak Bharne: \$2,500, for *"Estimating Asia: Traditions, Tensions & Transformations,"* a symposium, exhibition, and publication.

2006

- Josh Coggeshall: \$2,500, for *"Woodbury Harvesting Urban Timber,"* a proposal to study the feasibility of harvesting and recycling municipal timber waste.

2005

- Norman Millar: \$2,500, for real estate development training.
- Paulette Singley: \$1,500, for work on “Visualizing the City,” part of the forthcoming book *Montage City: Los Angeles and the Filmic Imaginary After Blade Runner*.
- Gerard Smulevich: \$1,600, for a photographic survey leading to an exhibition and publication of *Urban Voids*.
- Ferruccio Trabalzi: \$750 for research on “The Meaning of Thesis.”

2004:

- Gerard Smulevich: \$3,860, for Bunkerkunst, photographs of abandoned military installations.
- Paulette Singley: \$2,700 for scholarly activities leading to publication or presentation.
- Hector Perez: \$5,000 for “San Diego/Tijuana: An Allegorical Guide of Monuments.”
- Jennifer Seigal: \$3,160 for “Materials Monthly.”
- Jeanine Centuori: \$1,600 for “Domestic Graftings.”
- Paul Groh: \$4,500 for “Fillipo Brunelleschi’s Dome of Sant Maria Del Fiore.”

2003

Vic Liptak, \$1500 for travel, research and a paper presentation ("Untied Knots: Dwelling Patterns in a Central Anatolian City" at the 2003 ACSA Central Regional Conference) on rapid urbanization in Aksaray, Turkey .

Maxine Frankel Student Awards

2006

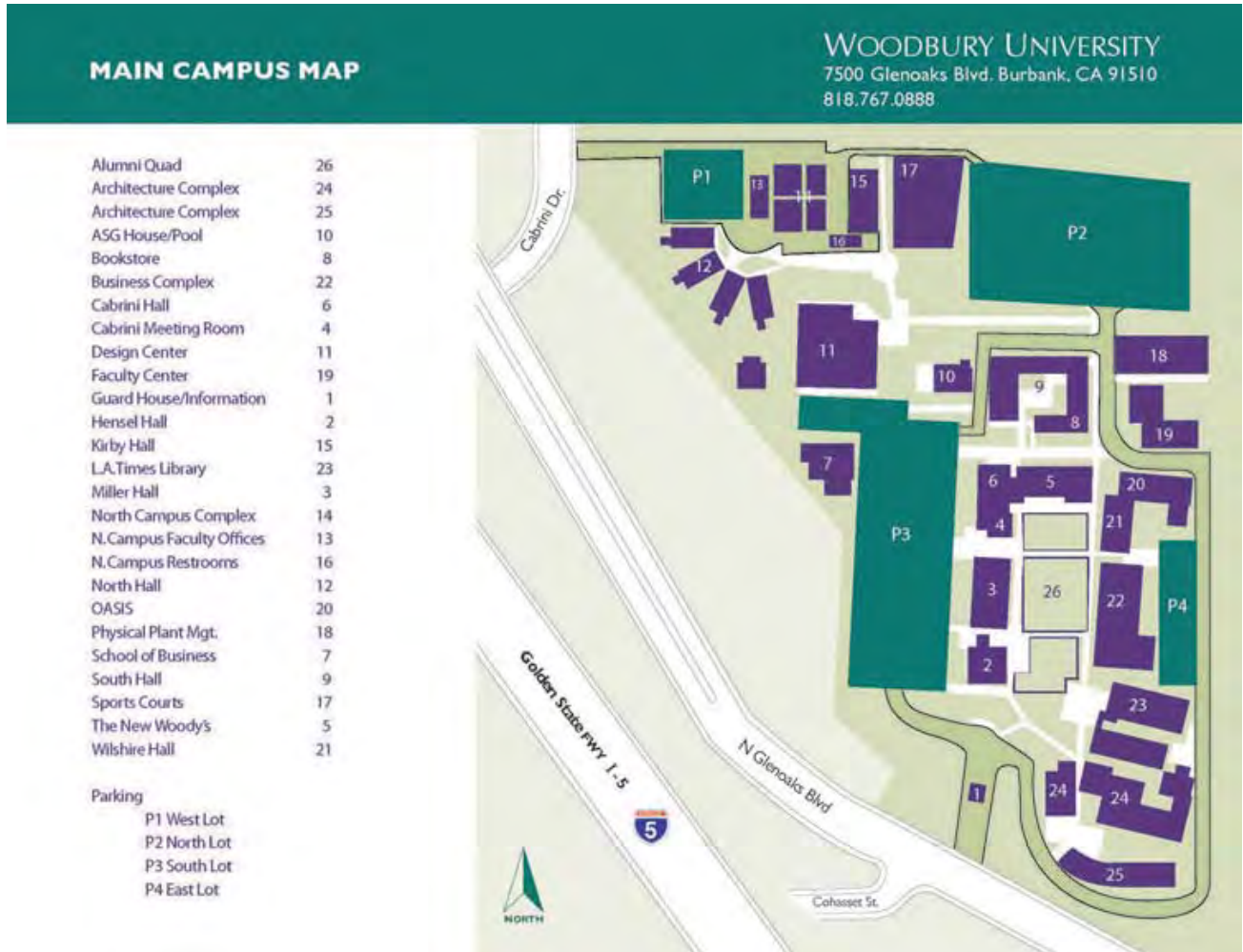
- Marvin Maldonado: \$2,000 for competing in Student Outdoor Furniture Design Competition.
- Jessie L. Kelley: \$3,200 for travel to Jerusalem for degree project research.
- Jamieson Fajardo: \$2,000 for travel to Istanbul for degree project research.
- Ignacio Rodriguez: \$2,800, for travel to Hong Kong for degree project research.
- Vahe Essaghlian: \$6,500 for a car that uses hand controls for acceleration and breaking.

2005

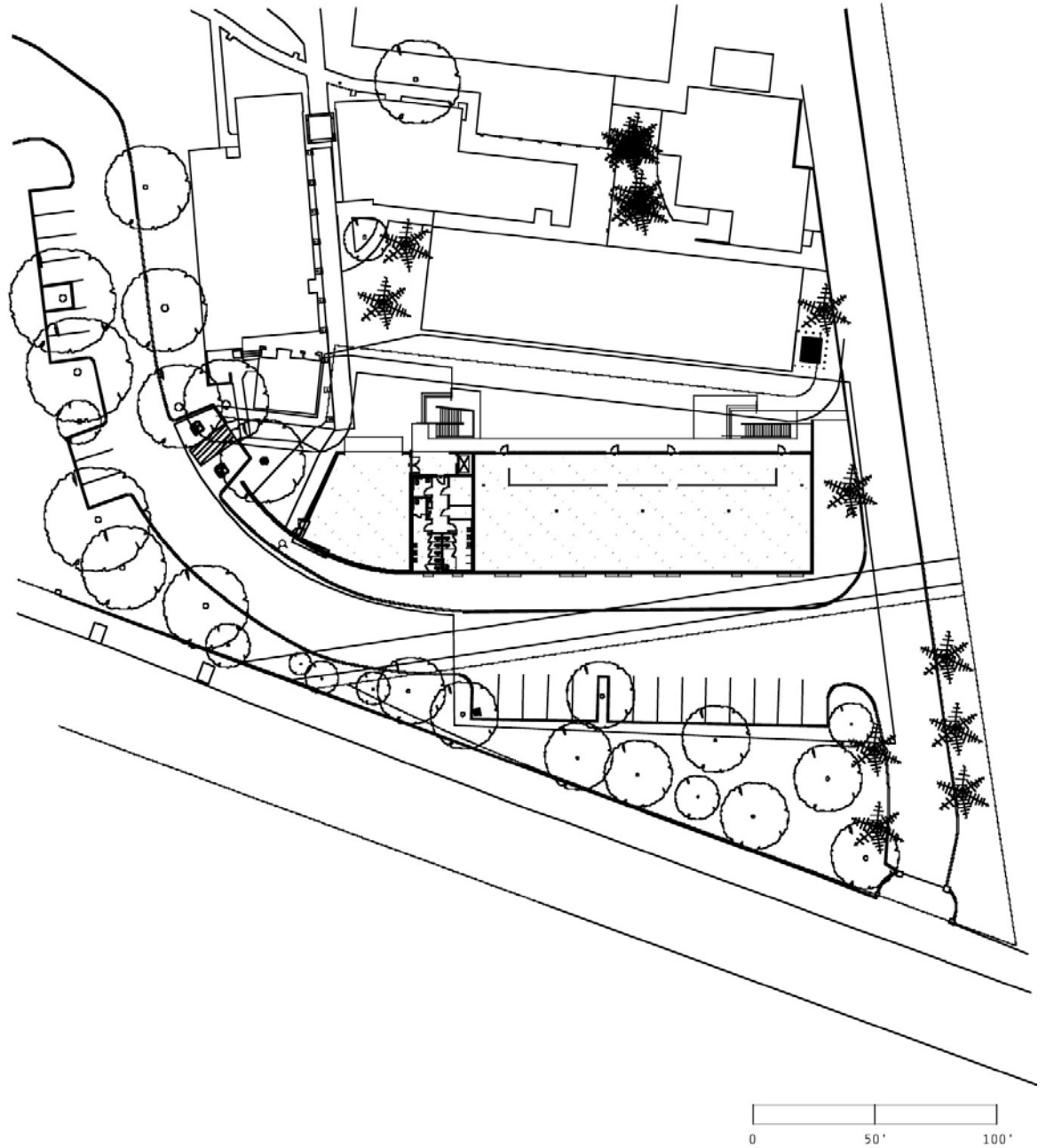
- Ingallil Wahlroos-Ritter, with Joshua Stein of MCD: \$3,000 for three awards of \$1,000 each to the three teams of I-Scape Competition finalists, for students to develop their proposals.
- Nathan White, Amy Martorano, Anthony Sanchez, Gal Kelman: \$5,000 for community design intervention at Auburn University, Alabama.
- School of Architecture/San Diego facility: \$2,500, for welding equipment and wood forming vacuumed compressor.
- Yohei Yamado: \$6,000, for Europe study abroad, Summer 2006.

5.3 Building Plans

Over-all Campus Map



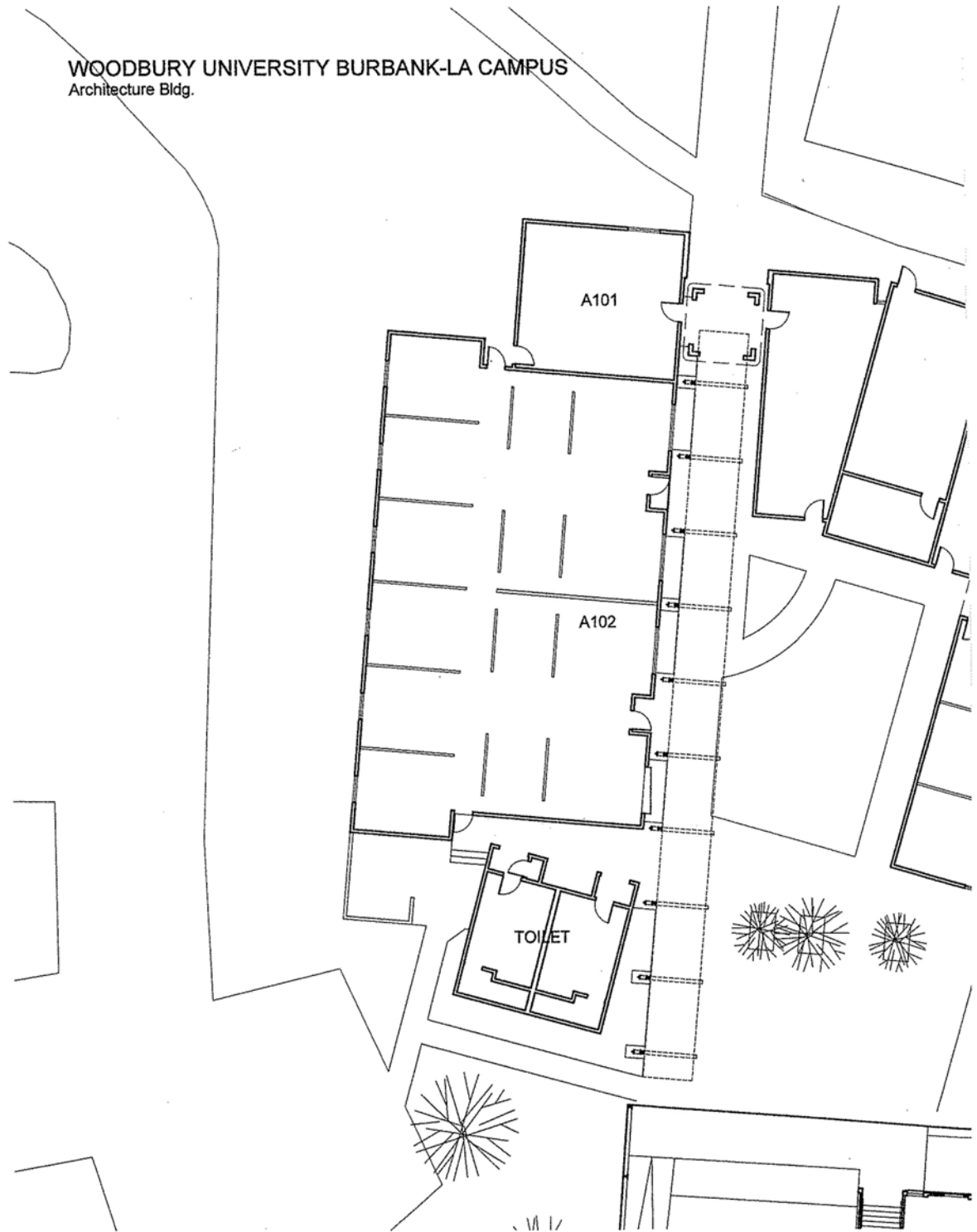
Architecture Complex



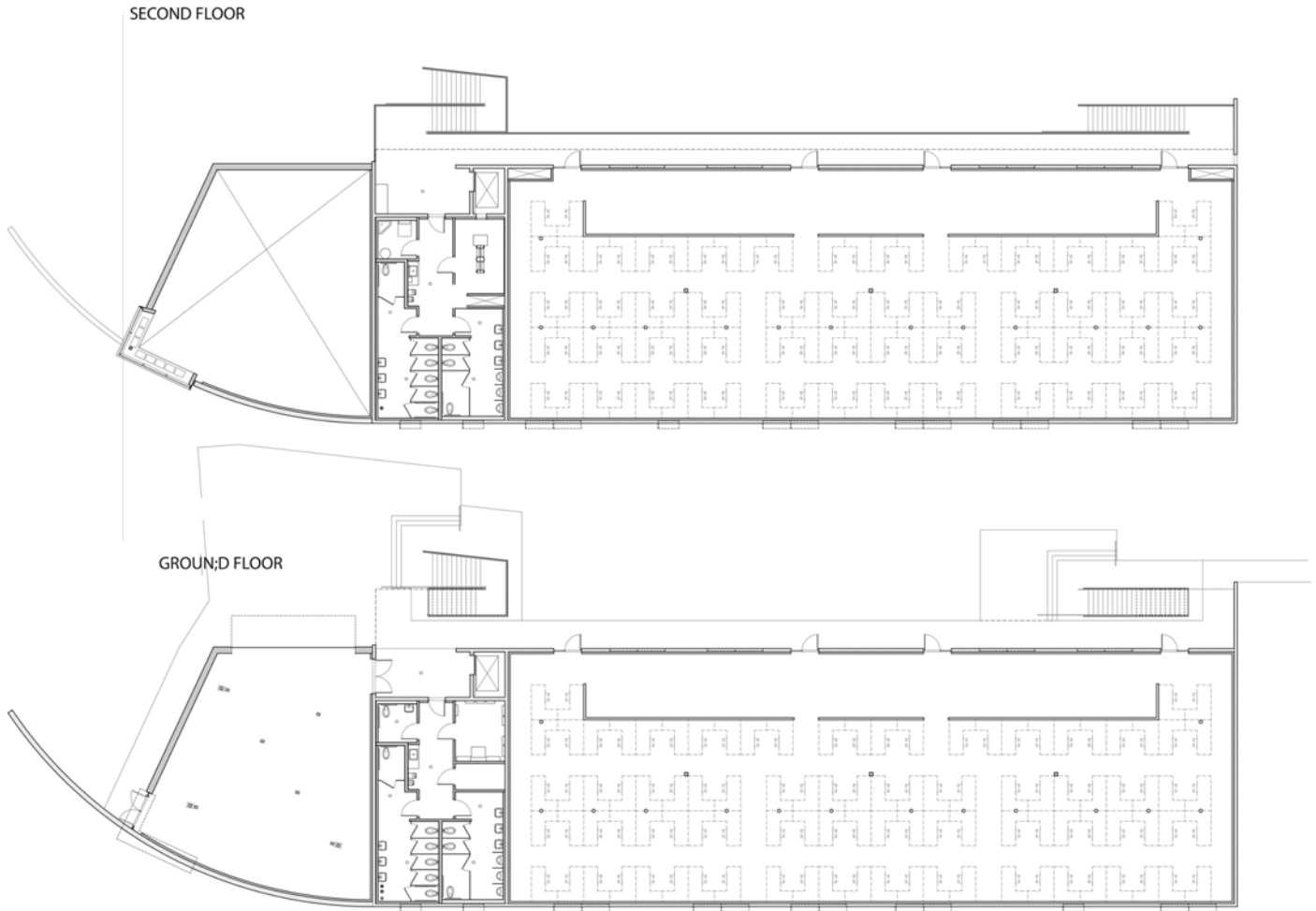
SITE PLAN: NEW STUDIO BUILDING
WOODBURY SCHOOL OF ARCHITECTURE

A102 Bldg. Plan

WOODBURY UNIVERSITY BURBANK-LA CAMPUS
Architecture Bldg.

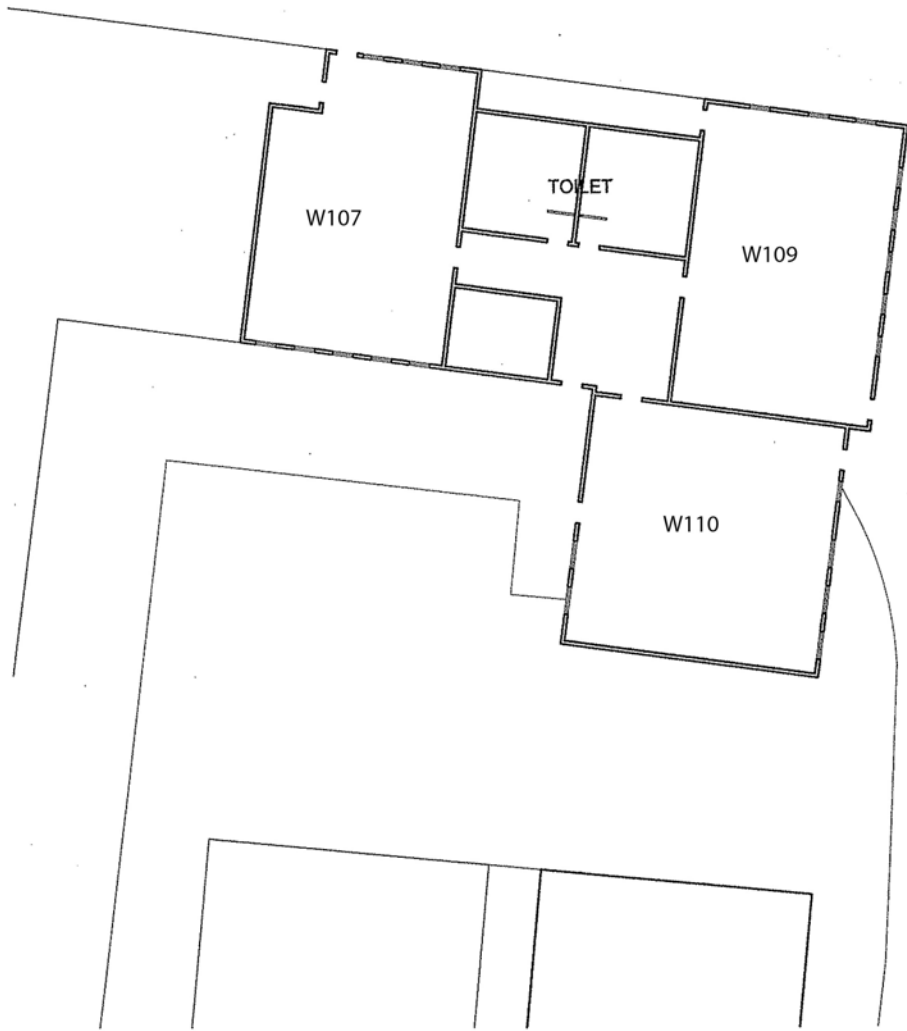


A103 ALL BLDG. PLAN



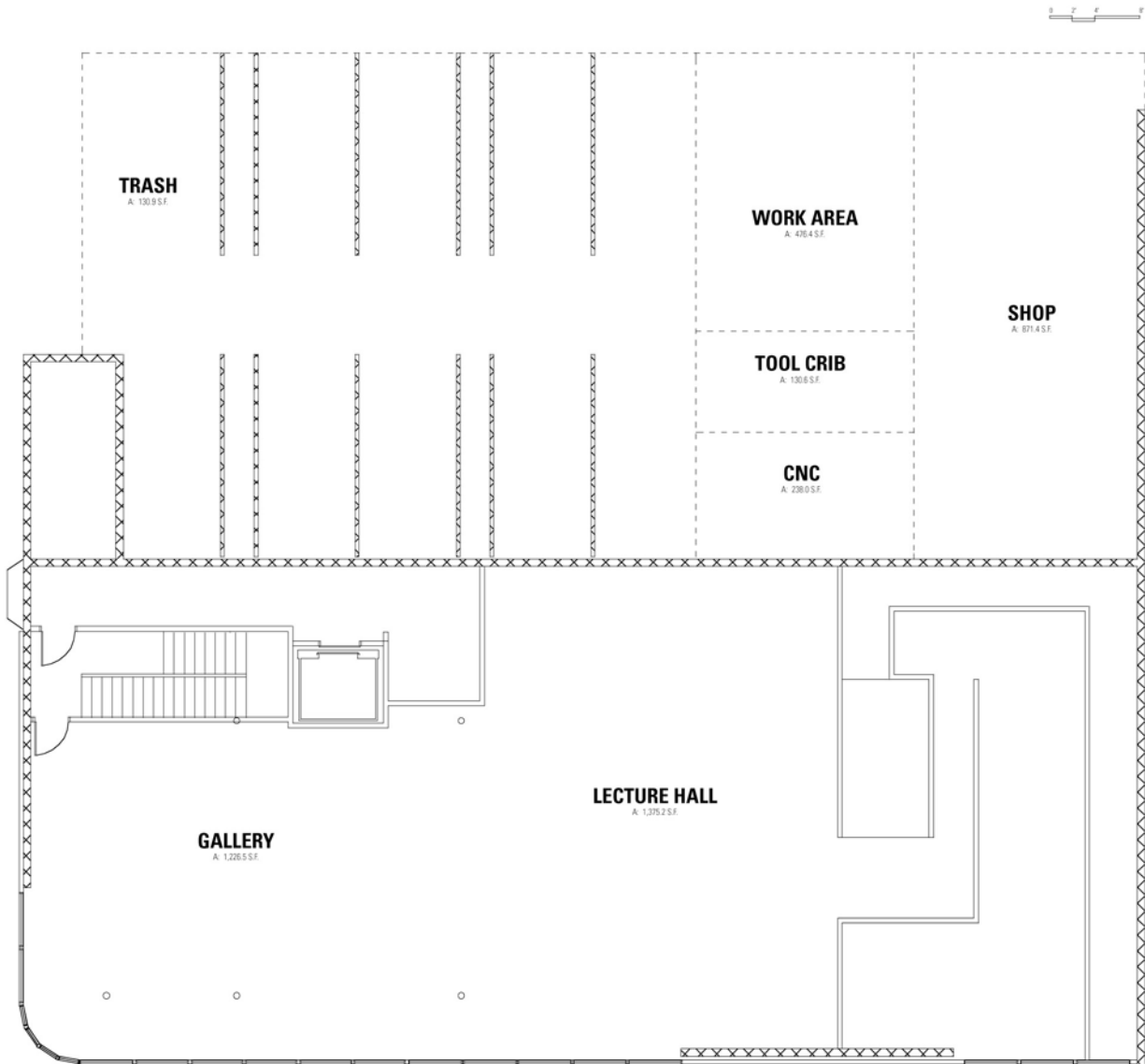
WILSHIRE HALL

WOODBURY UNIVERSITY BURBANK-LA CAMPUS



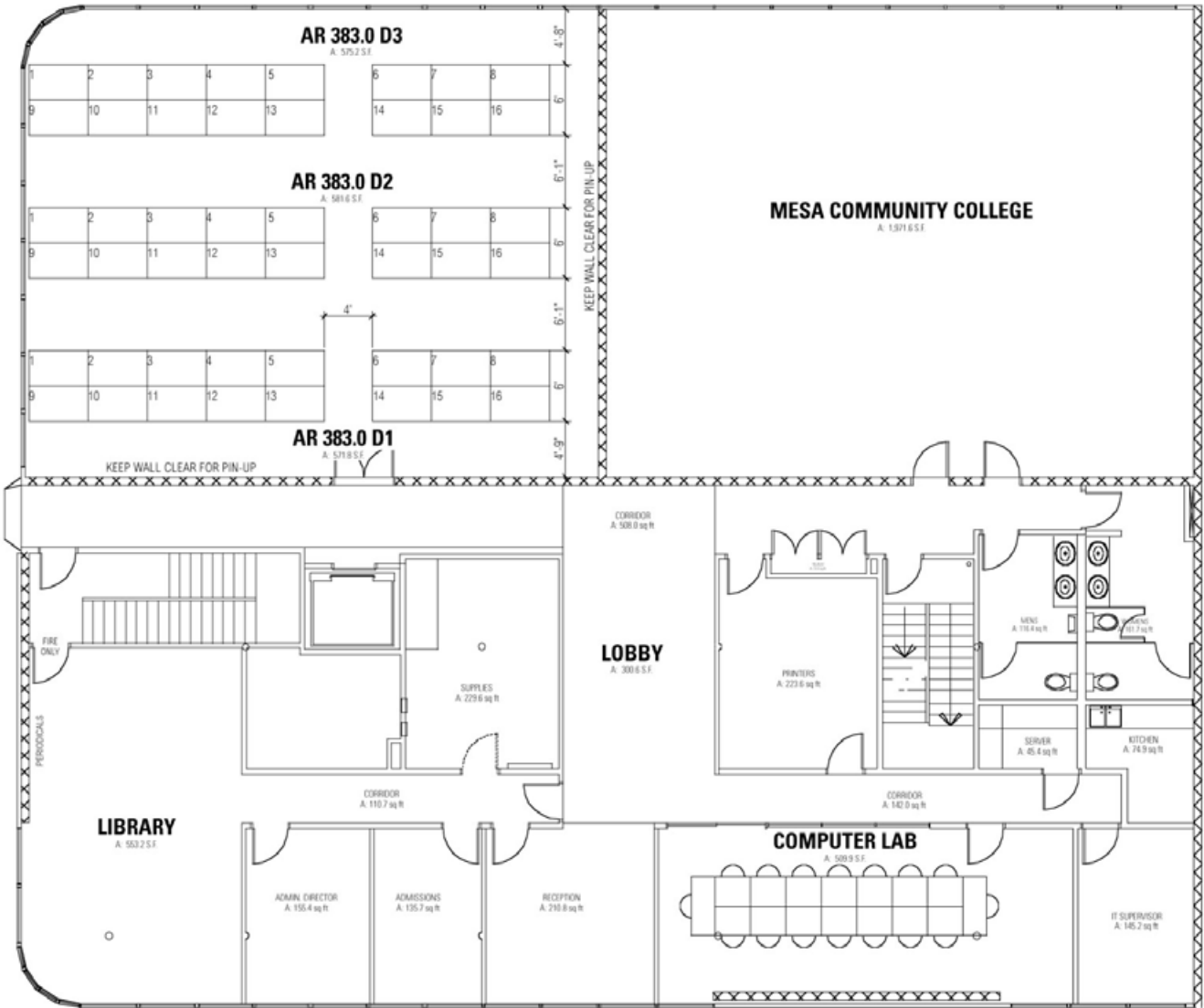
San Diego Facilities

San Diego Floor Plan 1



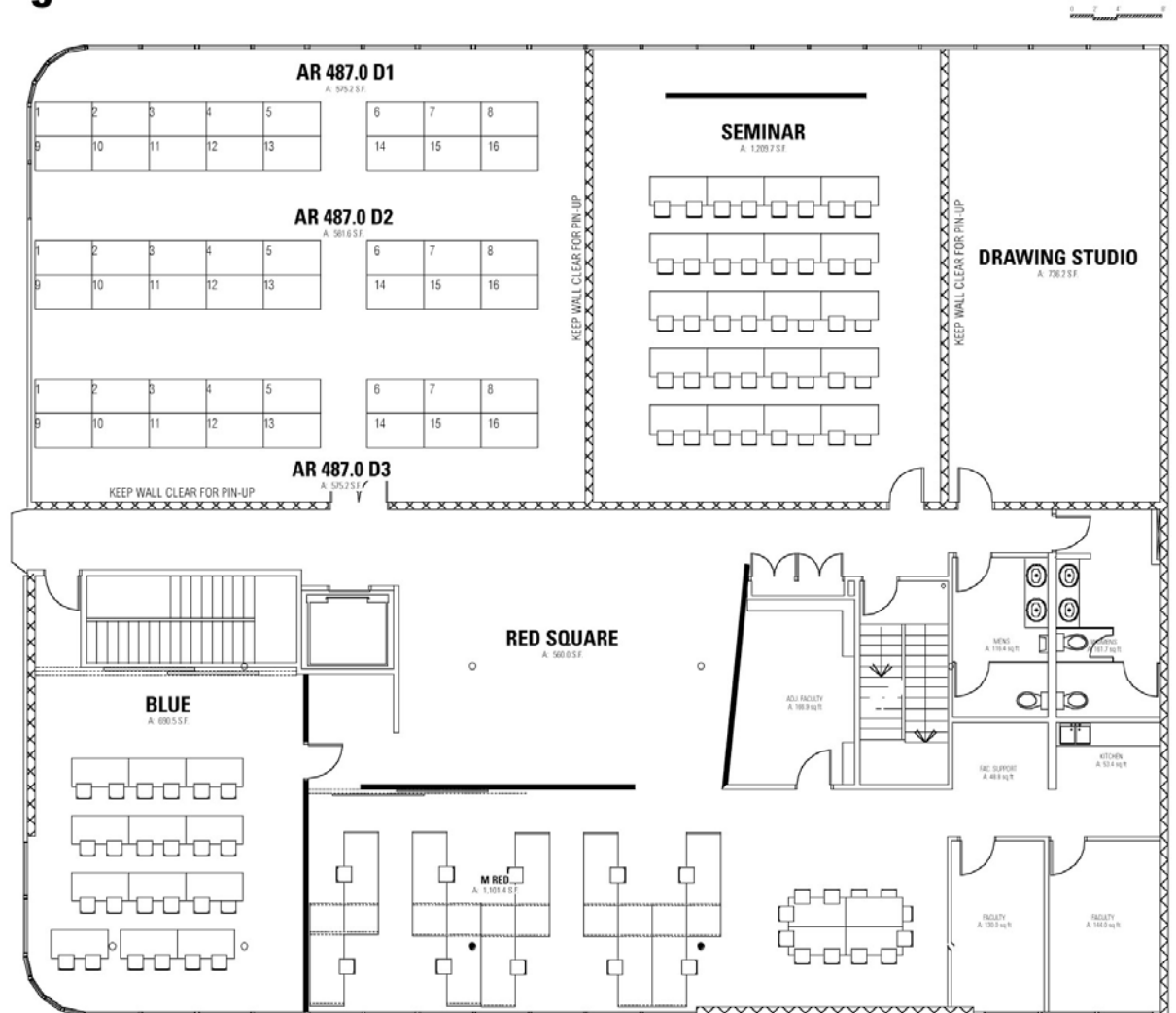
San Diego Floor Plan 2

2



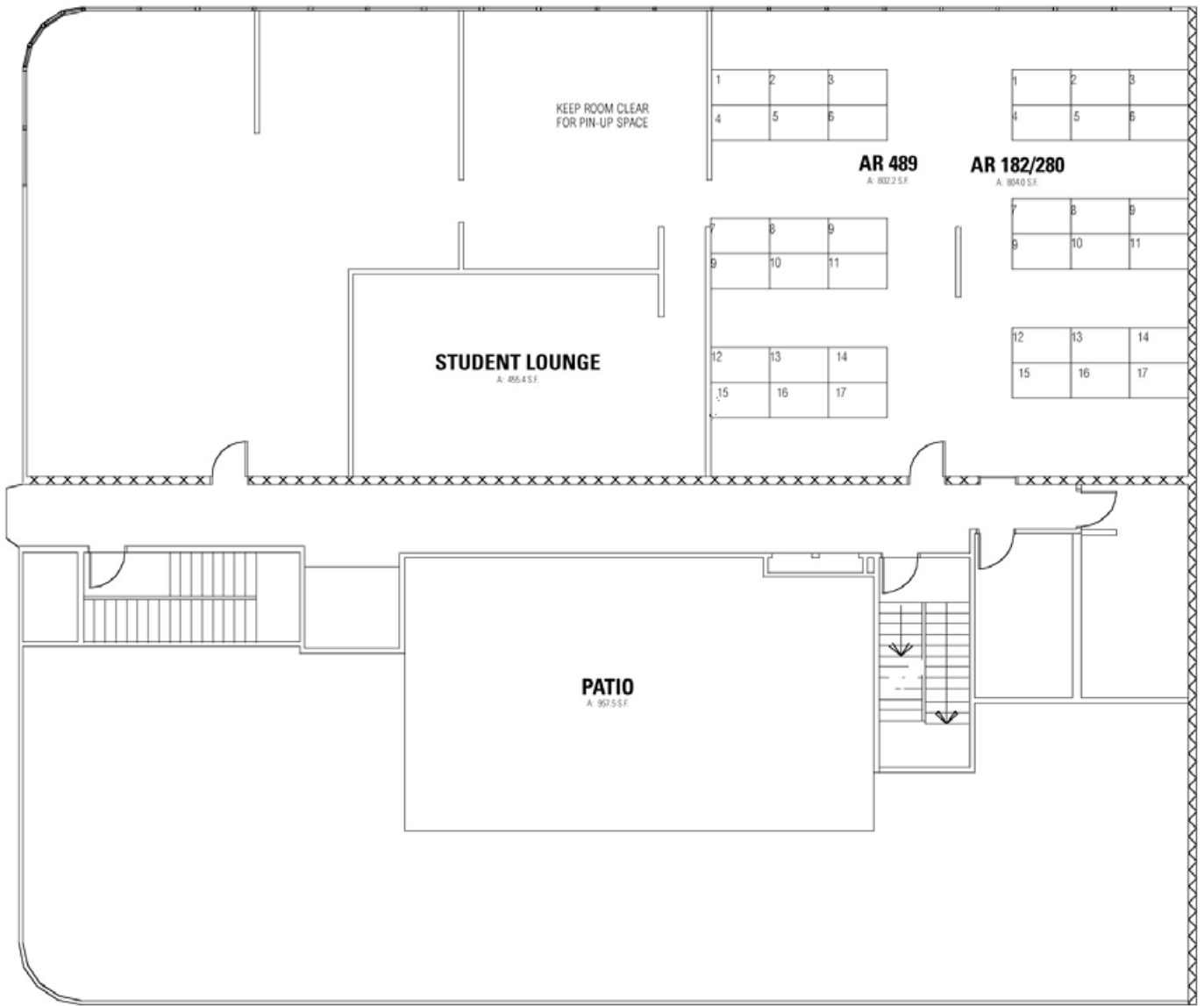
SAN DIEGO 3RD FLOOR

3



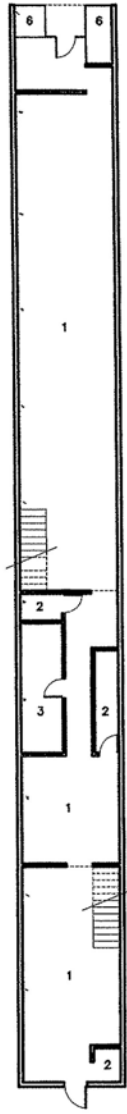
SAN DIEGO 4TH FLOOR

4



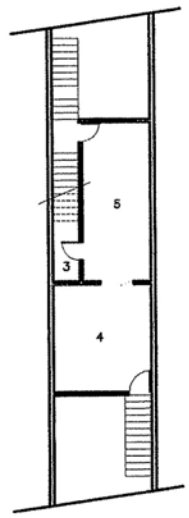
Hollywood CCRD Ground Floor

WOODBURY UNIVERSITY HOLLYWOOD CCRD STORE FRONT



GROUND FLOOR

- 1. EXHIBITION/LECTURE SPACE
- 2. STORAGE
- 3. TOILET
- 4. OFFICE
- 5. MEETING
- 6. STORE FRONT DISPLAY



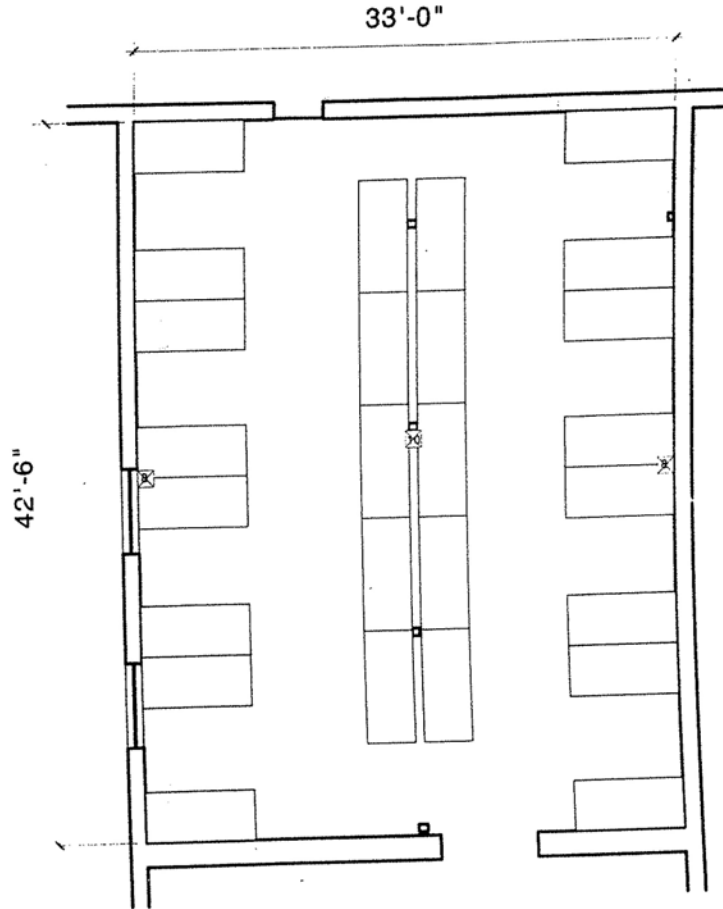
MEZZANINE

SCALE 1/20"=1'-0"



Hollywood CCRD Top Floor South

WOODBURY UNIVERSITY
HOLLYWOOD CCRD STORE FRONT



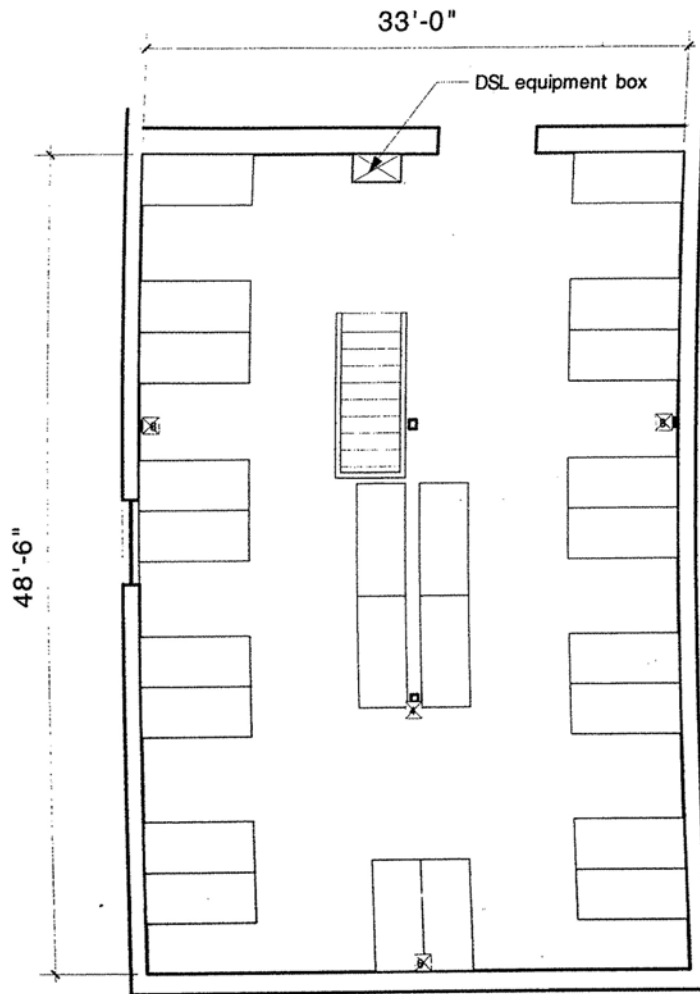
Second Floor/ South Room
1/8" = 1'-0"

Internet Ports

1. Numbers indicate quantity of ports at each box. There are a total of 50 ports on the second floor.
2. The office on the mezzanine level also has 2 ports, one on the east wall and one on the west wall.

Hollywood CCRD – Top Floor North

WOODBURY UNIVERSITY
HOLLYWOOD CCRD STORE FRONT



Second Floor/ North Room
1/8" = 1'-0"

5.4 WASC

WESTERN ASSOCIATION OF SCHOOLS & COLLEGES
ASSOCIATION OF SENIOR COLLEGES & UNIVERSITIES
ACCREDITING COMMISSION FOR SENIOR COLLEGES & UNIVERSITIES



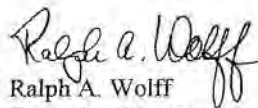
January 10, 2001

Kenneth R. Nielsen
President
Woodbury University
7500 Glenoaks Blvd.
Burbank, CA 91510-7846

Dear President Nielsen:

This letter is to confirm that the Woodbury University is accredited by the Senior Accrediting Commission of the Western Association of Schools and Colleges. All programs, courses, and departments are included under this accreditation. The San Diego campus is included in this accreditation.

Sincerely,


Ralph A. Wolff
Executive Director

RW/brn

985 Atlantic Avenue, Suite 100
Alameda, CA 94501
PHONE: 510.748.9001
FAX: 510.748.9797
E-MAIL: wascsr@wascsenior.org
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Public Member

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University of California, Davis

John D. Welch
California State University,
Fresno

W. Atom Yee
Santa Clara University

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Assistant Director

Elizabeth Griego
Assistant Director

Katherine Hinds
Assistant Director

Fred H. Doer
Staff Associate

Lily S. Owyang
Staff Associate



December 14, 2005

David M. Rosen
Senior Vice President, Academic Affairs
Woodbury University
7500 Glenoaks Blvd.
Burbank, CA 91510

Dear David:

At its November 30, 2005, meeting, a panel of the Proposal Review Committee considered Woodbury University's proposal for its next reaffirmation of accreditation review. Members of the panel asked me to express their appreciation for your participation in the telephone conference call, and for that of your colleagues: Kenneth Nielsen, President; Barbara Bowley, Head of the WASC Reaccreditation Committee; Randy Stauffer, Dean of the Faculty; and Matthew Mallard, WASC Coordinator. Your collective responses to panel questions and comments were helpful in assisting panel members in their understanding of your institutional context and the intent and approach of your proposal for the comprehensive review. As sometimes is the case, the conference call revealed that there is considerably more going on at Woodbury than was immediately evident in the proposal itself.

The panel commended the University for the thoughtfulness of the proposal, representing broad participation of the campus community and significant reflection on the challenges and opportunities facing the institution at this time. The panel particularly noted the sense of candor and the collective commitment to learning that characterized the document. The Workplan and Milestones document (Appendix A) was revealing as to the level of thought and planning being expended by the institution. By the manner in which key issues were described, the proposal communicated the flavor of an institution that both understands and embraces the values and processes of the WASC review.

As indicated to you by telephone on the day of the panel meeting, your proposal has been approved. It now becomes your work plan for the subsequent steps in the review cycle. This letter can serve, however, as a supplemental guide for the institution's next steps.

985 Atlantic Avenue, Suite 100
Alameda, CA 94501
PHONE: 510.748.9001
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E-MAIL: wascsr@wascsenior.org
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California State University, Fresno

VICE CHAIR
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Public Member

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Gerrigle Academy and N.C.T.E.

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*Community and Junior Colleges
Commission Representative*

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Commission Support*

Robert R. Benedetti
Adjunct Associate Director

Richard C. Giardino
Adjunct Associate Director

Bill Gong
Finance & Operations Manager

As you proceed with implementing the Proposal, the panel identified several issues for your consideration:

1. The panel recommends that the Woodbury team spend even more time articulating among its stakeholders the important distinctions between the Capacity & Preparatory Review and the Educational Effectiveness Review. Several of the key planning steps mentioned in the proposal as intended for the EER might be better envisioned as an aspect of the C&PR. For example, several of the timely activities spelled out in Theme Four under Action #1 (p. 10) will support the purposes of the EER to the extent that they have already been implemented in preparation for the C&PR.
2. The panel affirms the University's intentions to continue involving the faculty at a significant level in the review process and recommends that such plans be incorporated into a well-articulated process. This would include clearer identification of the persons or teams responsible for each work product. While the panel has not asked for such a plan to be submitted for their review, they strongly recommend that this level of intentionality be undertaken for your own internal guidance and for achieving the level of coherence that is indicated in the proposal.
3. While the panel admired Woodbury's proposal for its ambitious scope, they also wished to sound a cautionary note that the Workplan is, in fact, feasible. Recognizing that the proposed activities, especially related to the EER, are broad in scope and will require significant and prolonged effort by faculty and administration, the panel suggests that Woodbury consider beginning with a small number of pilots, or representative cases, for the activities described in Themes 3 and 4, then extend these activities to the wider campus as time and resources allow.
4. The panel noted with appreciation that Woodbury is drawing from the AAC&U "Greater Expectations" materials as it reviews and renews its General Education curricula. However, this important source was not visibly referenced in the proposal as a framework for the assessment work the institution intends during the review cycle. The panel recommends that the institution consider a more overt commitment to enhancing its skills in assessing GE-related learning; this would be an asset both to the institution and to the region.
5. During the phone conversation, the panel was pleased to learn that the issue of faculty workload remains important to the institution, even though it was not addressed directly in the proposal documents. Related matters of the balance between full-time and part-time faculty are also clearly a focus of your inquiry. The panel recommends that these matters be brought to a higher level of planning and action as this review cycle continues to unfold.

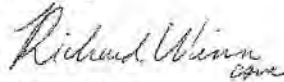
As you know, at its June meeting, the Commission reviewed comments from institutions on the timing between the Capacity & Preparatory and the Educational Effectiveness Reviews and has now made the normative schedule between visits to be 18 months. Therefore, the Capacity & Preparatory Review will be conducted in spring 2008 followed by the Educational Effectiveness Review in fall 2009. The proposal as approved now becomes the framework for the accreditation

David M. Rosen
December 14, 2005
Page 3

review process and represents a plan of action and commitment by the institution. The proposal will be distributed to visiting teams for both the Capacity & Preparatory Review and the Educational Effectiveness Review, and with the Commission following each Review. The data tables and relevant material are to be updated and included as part of the Capacity and Preparatory Review presentation. It is understood that adjustments in the activities undertaken as outlined in the Proposal will be made as implementation occurs. Major changes to the proposal, such as a change in theme or in major focus of activities for the accreditation process, are to be approved in advance by Commission staff.

Please feel free to contact me if you have any questions about the contents of this letter or the action it conveys. I look forward to working with you as you move toward the next stages.

Sincerely,

A handwritten signature in cursive script that reads "Richard Winn" with a small flourish underneath.

Richard Winn
Associate Director

Cc: Kenneth R. Nielsen, President
Proposal Review Committee
Ralph A. Wolff

5.5 Shop List

SHOP EQUIPMENT BURBANK STATIONARY TOOLS

SawStop 10" table saw
Agazzani 18" band saw
Delta 14" band saw
Ryobi 16" scroll saw
Hitachi 12" compound miter saw
Mini Max FS 30 12" joiner/planer
Mini Max T124 lathe
Festool 1400 router and table
Delta 12" disk sander
General International oscillating spindle sander
Milwaukee 14" metal cut-off saw
Millermatic 175 230V welder
Jet 14" drill press
Delta 14" drill press
Delta dust collector
Baldor grinder/buffer
Speed Air 30 gal. air compressor

TOOLS

Skilsaw 7¼" circular saw
2 Bosch 1581 jig saws
2 Wagner heat guns
Porter Cable 5" random orbit sander
Bosch ½" electric drill
Hitachi 3/8" electric drill
Nikota 3/8" electric drill
Milwaukee ½" cordless driver/drill 14.4V
Milwaukee battery 14.4V
Milwaukee universal charger
Milwaukee worklight 14.4V
Milwaukee 14.4V impact driver
Dewalt battery 15.6V
Black & Decker 3/8" cordless drill
Makita 3"X24" belt sander
Bosch 4½" angle grinder

CLAMPS

5 3/4" X 60" pipe clamps
6 3¾" X 28" Jorgenson clamps
6 3" X 27½" Jorgenson clamps
4 3¾" X 22" Jorgenson clamps
6 2½" X 15" Jorgenson clamps

OTHER

2 hand saws
5 hack saw blades 18TX12"
2 hack saws
Yellow plastic 16" level
Empire aluminum 48" level Steel 24" level
Router compass
Stanley block plane
Assorted screwdrivers
Assorted drill bits
Assorted hex wrenches
Assorted pliers
2 flat bars
1 pry bar
Assorted extension cords (5)
3 framing/speed squares

BAND SAW BLADES

93½ X ½ X 6TPI (for Delta)
93½ X ¼ X 6TPI (for Delta) 150 X ¾ X 3TPI (for Agazzani)

TABLE SAW BLADES

5 10" 50T combo blades
3 10" 60T crosscut blades
10" 70T crosscut blade
10" 80T triple chip blade
10" 40T rip blade
10" 24T rip/planing blade
8" Dado set

SHOP EQUIPMENT SAN DIEGO STATIONARY TOOLS

SawStop 10" table saw
Delta 14" band saw
Bosch 12" compound miter saw
Inca Automatic 10" joiner/planer
Delta 12" combination sander
Milleromatic 210 230V welder
Jet metal cut-off saw (horizontal band saw)
Jet 14" drill press
Delta 14" drill press
Powermatic dust collector
Skil grinder/buffer
Porter Cable 30 gal. air compressor

TOOLS

Bosch 7¼" circular saw
Bosch 1590 jig saw
2 - Porter Cable 5" random orbit sander
Milwaukee ½" cordless driver/drill 14.4V
Porter Cable brad nailer
Bosch plunge router
Dewalt biscuit cutter
2 - Milwaukee battery 14.4V
Milwaukee universal charger
Milwaukee worklight 14.4V
Milwaukee 14.4V impact driver
Makita 1/2" cordless driver/drill
Milwaukee 10A sawzall
Porter Cable 3"X24" belt sander
Dewalt 4½" angle grinder

CLAMPS

2 ¾" X 60" pipe clamps
2 ¾" X 28" Jorgenson clamps
2 ¾" X 22" Jorgenson clamps
2 ½" X 15" Jorgenson clamps

OTHER

Husky HVLP spray gun
2 hand saws
hack saws
Grey plastic 24" level
Aluminum 48" level
Stanley block plane
Assorted screwdrivers
Assorted drill bits
Assorted hex wrenches
Assorted pliers
Assorted files
Assorted ratchet sets
Assorted extension cords (3)
2 framing/speed squares

BAND SAW BLADES

2 - 93½ X ½ X 10TPI (for Delta)
2 - 93½ X ¼ X 14TPI (for Delta) 2 - 93½ X ½ metal

TABLE SAW BLADES

3 10" 50T combo blades
2 10" 60T crosscut blades
10" 40T rip blade
8" Dado set

5.6 Annual Budgets

Woodbury University Budget Analysis

Architecture - Burbank

Account Description	FY 2006-07	% Chg. Over Prior Yr.	FY 2005-06	% Chg. Over Prior Yr.	FY 2004-05	% Chg. Over Prior Yr.	FY 2003-04	% Chg. Over Prior Yr.	FY 2002-03
Salary	467,463	-2%	475,686	9%	435,134	8%	401,870	4%	388,133
Salary - Adjunct	431,621	13%	383,098	-3%	395,109	26%	313,248	-48%	212,090
Salary - Student	12,000	N/A				-100%	25,000	0%	25,000
Stipends - Chair	32,000	68%	19,000	0%	19,000	N/A		N/A	
Stipends - Advising		-100%	12,000	N/A		N/A		N/A	
Stipends - Teaching Assistant	5,000	N/A		N/A		N/A		N/A	
Stipends - Orientation/Other	8,500	-75%	34,000	N/A		N/A		N/A	
Benefit - 403B Pension	4,675	-6%	4,847	N/A		N/A		N/A	
Benefit - Defined Benefit	58,900	-6%	62,330	5%	59,274	16%	50,902	-5%	53,806
Benefit - Disability Insurance	2,875	-1%	2,905	0%	2,729	21%	2,250	3%	2,187
Benefit - Insurance Life	1,730	-1%	1,747	6%	1,642	21%	1,354	3%	1,316
Benefit - Medical & Dental	32,580	-1%	33,102	22%	27,101	13%	24,083	14%	21,104
Benefit - Payroll Tax	39,361	-3%	40,419	-51%	82,721	31%	63,048	14%	55,545
Benefit - Worker's Compensation	23,334	-14%	27,141	7%	25,465	10%	23,073	123%	10,356
	1,120,336	2%	1,096,375	5%	1,048,175	16%	904,828	18%	769,537
Accreditation	7,250	0%	7,250	-3%	7,500	7%	7,000	133%	3,000
Archive	5,000	67%	3,000	0%	3,000	200%	1,000	0%	1,000
Competition	800	0%	800	0%	800	0%	800	-83%	3,800
Honorarium	1,000	0%	1,000	N/A		N/A		N/A	
Lecture Series	13,000	333%	3,000	0%	3,000	N/A		N/A	
Student Activity	3,000	0%	3,000	9%	2,750	-21%	3,500	600%	500
Copy Usage	10,000	-29%	14,000	180%	5,000	43%	3,500	0%	3,500
Dues & Subscription	12,750	42%	9,000	50%	6,000	200%	2,000	-67%	6,000
Miscellaneous	(15,000)	-150%	30,000	0%	30,000	0%	30,000	N/A	
Postage & Mailing	2,500	67%	1,500	0%	1,500	0%	1,500	0%	1,500
Telephone - Usage	3,000	-40%	5,000	0%	5,000	150%	2,000	0%	2,000
Consulting	5,400	-10%	6,000	0%	6,000	20%	5,000	0%	5,000
Supply - Instructional		N/A		-100%	10,750	0%	10,750	0%	10,757
Supply - Office	750	0%	750	0%	750	50%	500	0%	500
Publication & Printing	2,000	0%	2,000	33%	1,500	N/A		N/A	
Meeting & Entertainment	2,000	0%	2,000	33%	1,500	100%	750	0%	750
Relations - Employee	500	0%	500	0%	500	0%	500	0%	500
Training & Development	1,000	0%	1,000	0%	1,000	33%	750	0%	750
Travel	7,650	9%	7,000	27%	5,500	57%	3,500	0%	3,500
Furniture & Equipment	5,000	-29%	7,000	-312%	1,700	-43%	3,000	-46%	5,600
Repair & Maintenance-Equipment	1,000	0%	1,000	0%	1,000	0%	1,000	0%	1,000
Design Building Project	6,000	0%	6,000	100%	3,000	N/A		N/A	
Gallery	5,000	0%	5,000	0%	5,000	67%	3,000	0%	3,000
	79,400	-31%	115,600	13%	102,550	28%	79,850	52%	52,457
Total Expense	\$ 1,199,738	-1%	\$ 1,211,975	5%	\$ 1,150,725	17%	\$ 984,678	20%	\$ 821,994

Woodbury University
Budget Analysis
Director of Architecture

Account Description	FY 2006-07	% Chg. Over Prior Yr.	FY 2005-06	% Chg. Over Prior Yr.	FY 2004-05	% Chg. Over Prior Yr.	FY 2003-04	% Chg. Over Prior Yr.	FY 2002-03
Salary	118,393	4%	114,109	3%	110,513	3%	107,270	1%	105,709
Salary - Adjunct		-100%	12,000	N/A		N/A		N/A	
Benefit - 403B Pension	1,184	4%	1,141	N/A		N/A		N/A	
Benefit - Defined Benefit	14,917	4%	14,378	-4%	15,030	3%	14,592	2%	14,376
Benefit - Disability Insurance	728	4%	702	3%	680	3%	660	2%	650
Benefit - Insurance Life	438	4%	422	3%	409	3%	397	2%	391
Benefit - Medical & Dental	4,138	0%	4,138	7%	3,872	13%	3,440	23%	2,807
Benefit - Payroll Tax	7,623	1%	7,561	1%	7,508	7%	7,030	0%	7,007
Benefit - Worker's Compensation	2,461	4%	2,372	3%	2,298	3%	2,231	103%	1,099
	149,882	-4%	156,823	12%	140,310	3%	135,620	3%	132,039
Accreditation	31,000	0%	31,000	3000%	1,000	54%	650	-2%	660
Student Activity	1,500	0%	1,500	0%	1,500	650%	200	-87%	1,500
Student Recognition	300	0%	300	0%	300	N/A		N/A	
Copy Usage	300	-50%	600	0%	600	0%	600	20%	500
Dues & Subscription	2,250	-63%	6,000	0%	6,000	200%	2,000	0%	2,000
Postage & Mailing	800	0%	800	0%	800	0%	800	0%	800
Telephone - Usage		-100%	500	0%	500	0%	500	0%	500
Relations - Alumni	2,500	N/A		N/A		N/A		N/A	
Video, Book, & Periodical	-	-100%	650	0%	650	44%	450	400%	90
Consulting	4,900	58%	3,100	0%	3,100	417%	600	0%	600
Supply - Office	600	0%	600	0%	600	-14%	700	17%	600
Publication & Printing	-	-100%	2,500	0%	2,500	N/A		N/A	
Relations - Public	1,000	-60%	2,500	0%	2,500	N/A		N/A	
Faculty Development Award	1,000	-71%	3,500	0%	3,500	N/A		N/A	
Meeting & Entertainment	3,500	41%	2,490	0%	2,490	-4%	2,600	104%	1,275
Relations - Employee	1,200	14%	1,050	0%	1,050	0%	1,050	-30%	1,500
Training & Development	5,450	36%	4,000	100%	2,000	3900%	50	N/A	-
Travel	4,300	-60%	10,700	234%	3,200	73%	1,850	-8%	2,000
	60,600	-16%	71,790	122%	32,290	168%	12,050	0%	12,025
Total Expense	\$ 210,482	-8%	\$ 228,613	32%	\$ 172,600	17%	\$ 147,670	3%	\$ 144,064

Woodbury University
Budget Analysis

Architecture - Shops

Account Description	FY 2006-07	% Chg. Over Prior Yr.	FY 2005-06	% Chg. Over Prior Yr.	FY 2004-05	% Chg. Over Prior Yr.	FY 2003-04	% Chg. Over Prior Yr.	FY 2002-03
Telephone - Usage	500	0%	500	N/A	-	N/A	-	N/A	-
Supply - Instructional	500	400%	100	N/A	-	N/A	-	N/A	-
Supply - Office	100	N/A	-	N/A	-	N/A	-	N/A	-
Training & Development	3,000	67%	1,800	N/A	-	N/A	-	N/A	-
Furniture & Equipment	6,000	20%	5,000	N/A	-	N/A	-	N/A	-
Repair & Maintenance-Equipment	2,000	0%	2,000	N/A	-	N/A	-	N/A	-
	12,100	29%	9,400	N/A	-	N/A	-	N/A	-
Total Expense	\$ 12,100	29%	\$ 9,400	N/A	\$ -	N/A	\$ -	N/A	\$ -

Woodbury University
Budget Analysis

Architecture - Hollywood Studio

Account Description	FY 2006-07	% Chg. Over Prior Yr.	FY 2005-06	% Chg. Over Prior Yr.	FY 2004-05	% Chg. Over Prior Yr.	FY 2003-04	% Chg. Over Prior Yr.	FY 2002-03
Student Activity	400	0%	400	0%	400	N/A		N/A	
Parking	12,000	60%	7,500	0%	7,500	N/A		N/A	
Telephone - Usage	2,500	N/A		N/A		N/A		N/A	
Contracted Maintenance Service	2,500	N/A		N/A		N/A		N/A	
Rent	13,200	0%	13,200	0%	13,200	-40%	22,000	0%	22,000
Utility	2,000	N/A		N/A		N/A		N/A	
Travel	850	-15%	1,000	N/A		N/A		N/A	
Hollywood Studio	11,000	0%	11,000	0%	11,000	N/A		N/A	
	44,450	34%	33,100	3%	32,100	46%	22,000	0%	22,000
Total Expense	\$ 44,450	34%	\$ 33,100	3%	\$ 32,100	46%	\$ 22,000	0%	\$ 22,000

**Woodbury University
Budget Analysis**

Architecture - San Diego

Account Description	FY 2006-07	% Chg. Over Prior Yr.	FY 2005-06	% Chg. Over Prior Yr.	FY 2004-05	% Chg. Over Prior Yr.	FY 2003-04	% Chg. Over Prior Yr.	FY 2002-03
Salary	397,883	0%	397,977	5%	378,204	-1%	380,591	5%	362,496
Salary - Adjunct	261,038	76%	148,240	32%	111,994	0%	111,994	16%	96,962
Salary - Student		-100%	48,000	N/A		N/A		N/A	
Salary - Temporary		N/A		-100%	42,000	0%	42,000	0%	42,000
Stipends - Chair	13,000	0%	13,000	0%	13,000	N/A		N/A	
Stipends - Advising	10,000	0%	10,000	N/A		N/A		N/A	
Stipends - Teaching Assistant		-100%	5,000	N/A		N/A		N/A	
Benefit - 403B Pension	3,979	-3%	4,110	N/A		N/A		N/A	
Benefit - Defined Benefit	50,133	-3%	51,783	-1%	52,143	2%	51,202	-8%	55,457
Benefit - Disability Insurance	2,447	-3%	2,528	5%	2,415	2%	2,371	0%	2,376
Benefit - Insurance Life	1,472	-3%	1,521	5%	1,453	2%	1,427	0%	1,430
Benefit - Medical & Dental	28,965	-12%	33,102	22%	27,102	13%	24,083	23%	19,649
Benefit - Payroll Tax	43,038	21%	35,490	-38%	57,091	22%	46,787	-4%	48,527
Benefit - Worker's Compensation	16,034	-3%	16,510	7%	15,359	3%	14,876	102%	7,382
	827,989	8%	767,261	9%	700,761	4%	675,331	6%	636,279
Lecture Series	9,000	-10%	10,000	0%	10,000	0%	10,000	0%	10,000
Student Activity	10,000	18%	8,500	0%	8,500	0%	8,500	0%	8,500
Copy Usage	3,500	133%	1,500	0%	1,500	0%	1,500	0%	1,500
Dues & Subscription	3,500	23%	2,850	0%	2,850	0%	2,850	375%	600
Internet	2,000	N/A		N/A		N/A		N/A	
License & Permit	1,150	0%	1,150	0%	1,150	N/A		N/A	
Miscellaneous	26,890	878%	2,750	57%	1,750	-55%	3,900	-61%	10,000
Photography	200	0%	200	0%	200	0%	200	0%	200
Postage & Mailing	7,000	17%	6,000	33%	4,500	0%	4,500	0%	4,500
Telephone - Usage	8,000	-38%	13,000	44%	9,000	0%	9,000	0%	9,000
Video, Book, & Periodical	750	0%	750	50%	500	0%	500	0%	500
Security	105,000	0%	105,000	33%	79,000	0%	79,000	13%	70,000
Utility	55,000	10%	50,000	0%	50,000	0%	50,000	0%	50,000
		N/A		-100%	1,800	0%	1,800	0%	1,800
Supply - Janitorial	10,000	25%	8,000	58%	5,050	1%	5,000	0%	5,000
Supply - Office	13,000	63%	8,000	0%	8,000	-1%	8,050	-5%	8,500
Advertising & Promotion	1,000	-9%	1,100	0%	1,100	0%	1,100	0%	1,100
Publication & Printing	11,250	275%	3,000	20%	2,500	67%	1,500	0%	1,500
Faculty Development Award	1,500	0%	1,500	N/A		N/A		N/A	
Meeting & Entertainment	4,000	0%	4,000	0%	4,000	0%	4,000	0%	4,000
Relations - Employee	350	0%	350	0%	350	0%	350	40%	250
Training & Development	6,500	550%	1,000	0%	1,000	0%	1,000	0%	1,000
Travel	11,475	53%	7,500	0%	7,500	0%	7,500	0%	7,500
Computer Hardware	560	24%	450	0%	450	N/A		N/A	
Equipment - Rental	4,500	13%	4,000	0%	4,000	0%	4,000	-20%	5,000
Furniture & Equipment	11,500	64%	7,000	0%	7,000	-6%	7,450	273%	2,000
Library Book	15,000	50%	10,000	167%	3,750	0%	3,750	-38%	6,000
Repair & Maintenance-Equipment	3,000	50%	2,000	0%	2,000	0%	2,000	18%	1,700
Repair & Maintenance-Facility	30,000	131%	13,000	128%	5,700	0%	5,700	43%	4,000
Design Building Project	1,500	0%	1,500	0%	1,500	0%	1,500	0%	1,500
Student Orientation (SOAR)	3,000	50%	2,000	0%	2,000	0%	2,000	0%	2,000
	360,125	30%	276,100	22%	226,650	0%	226,650	4%	217,650
Total Expense	\$ 1,188,114	14%	\$ 1,043,361	13%	\$ 927,411	3%	\$ 901,981	6%	\$ 853,929

5.7 Architecture Faculty Meeting Minutes 2006-07

Architecture Department Faculty Meeting August 22, 2006

Attendees:

Norman Millar (Chair)
Hadley Arnold
Stan Bertheaud
Jeanine Centuori
Catherine Herbst
Vic Liptak
Jay Nickels
Nick Roberts
Paulette Singley
Gerry Smulevich
Ingalill Wahlroos-Ritter

Serjick Issagolian (Student representative)

Meeting Called to order at 11:10 AM.

1. Student participation.
 - a. Agreed that there would be student participation in faculty meetings. The student representative will be asked to step out for issues that are not appropriate for them to participate in.
 - b. It was suggested that the retreat be divided into an executive session, and a general session with student attendance. Further discussion is needed on this.
2. Norman welcomed Hadley, the new one-year appointment, Ingalill, the new Assistant Chair, and Stan, returning from his fellowship at Auburn University.
3. Note taking: There was discussion about asking one of the administrative assistants, such as Galina or Kris Christ, to take notes in future.
4. David Rosen:
 - a. Discussed the reorganization of the School of Architecture and Design, and the intense planning on the future of each department that will go into reaccreditation.
 - b. David has discussed a joint 5-year MFA with New York Film Academy on film production.
 - c. A Master Academic Plan (MAP) is required for each unit and for the School. Many areas, such as Business and Transdisciplinary Studies, have gone into zero-based planning to develop their MAP.
 - d. The Architecture Department should consider amplifying assets by creating synergies and combining resources with other departments where it makes sense to do so.
 - e. Architecture is a flagship program in the University, one of the three main programs, which are: architecture, other design disciplines, and business. Architecture is poised to grow further.
 - f. David needs a proposal from the Department on its proposed structure by December, so it can be included in the MAP.
 - g. Norman: NAAB is meeting in October to decide whether to have one visit or a separate visit for San Diego. Norman has written to them arguing that we should have one visit. He would like to send an addendum to the letter updating NAAB on the proposed departmental structure, which suggests that we should come up with our proposal by October.

- h. Jay: We need to know more about the proposals from the other units in order to be able to plan effectively. David responded that the Educational Planning Committee (EPC) redacts everything and feeds it back to everyone. As soon as a mission and goals are articulated, we can sit down with anyone who has a similar mission and goals.
 - i. David is available for questions by e-mail, but the questions MUST be copied to the whole group.
 - j. Paulette: How does the organization work above the Department? David: Above the Architecture Department there is only the Vice-President.
 - k. Jeanine: Would the Board be open to innovative changes in departmental structure? David's impression is that they would be open to any move that would increase the distinction of the department. Note that the Board has supported the construction of the new Architecture building!
5. Schedule of faculty meetings: First Tuesday of the month at 11 AM.
 6. Lecture Series:
 - a. Norman: We do not have Toyota funding, and no one is coordinating the series. Catherine is coordinating San Diego series, which will include Susan Lacy, Victoria Beach, Birgit Shim and Brian Bell. San Diego puts funding in their budget every year. The Athenaeum funds their own lectures; Woodbury and the Athenaeum put each other's events on each other's schedules. Burbank has \$5,000 in the budget for the lecture series.
 - b. Discussion of different mechanisms for organizing the series, individuals taking responsibility for one lecture, etc.
 - c. Jeanine and Ingalill will discuss possible lecturers and coordinate with Andrea Dietz in San Diego.
 7. Lyceum competition: Very prestigious design competition in the spring semester. Ingalill did it as a seminar class last year. Can be done as a mini-studio, should be a full studio. Could also have a practice session beforehand. Could be an invited studio, selected on the basis of Design Studio GPA. Students must have completed five semesters of study. Norman will forward the information to Gerry, who is interested.
 8. ACSA Conference:
 - a. Nick will send out a notice to the faculty about the lectures.
 - b. Keller Easterling should be included on the lecture series.
 - c. Paulette asked if the Department could help out with registration fees for Woodbury faculty, everyone should be there!! Nick and Paulette will talk about it and send a message to Norman.
 - d. Roemer van Toorn, who is a panelist, is also a good lecture opportunity for Burbank and San Diego.
 9. ACSA representation:
 - a. Paulette outlined the responsibilities of the position, which she has been filling: Providing news to ACSA, voting, promoting competitions, conference attendance. Can count as professional service in the promotion package, and provide a track to election as regional director.
 - b. Vic is interested.
 10. Faculty Additions:
 - a. San Diego will go on a search for a new position; emphasis could be on foundation teaching, or on systems and technology. They have elected to focus on foundation teaching. Catherine will draft an advertisement letter for faculty to review, then Norman will forward to ACSA for publication.
 - b. Hadley Arnold has joined Burbank as a one-year appointment, with emphasis on writing the NAAB report.

11. New Building Workstation Design:
 - a. Norman noted that Rios Clementi Hale (RCH) have been directed to design the workstations, which the students will build. Needs a locker for computer storage. RCH wants a program for the workstations.
 - b. Vic and Jay suggested that students could be involved in the design.
 - c. Gerry and Nick will participate.
12. Chair Evaluation:
 - a. The faculty found an evaluation service, which is formative, rather than summative.
 - b. Norman: Does it include Associate and Assistant Chair?
 - c. Next move is for Norman to look at the website and agree that it is appropriate. Vic will take leadership on this and re-send out the website information.
 - d. We discussed whether this process could take place before NAAB's October meeting. Jeanine and Paulette suggest moving with precision and intention, not pushing for the October deadline but perhaps for David's December deadline.
13. Student Forum: Serjick noted:
 - a. Student forum is now qualified for funding under ASG. Serjick will visit San Diego to get them involved in ASG.
 - b. He is working on a "back-to-school" event.
14. Appreciation: Norman noted the incredible achievements contributed by the entire faculty.
15. Promotions:
 - a. Jeanine's work is in the new book "Design Like You Give a Damn." She suggested Cameron Sinclair as a lecturer.
 - b. Ingalill will participate in a symposium at LACMA on glass. She will send out invitations to faculty.
16. Faculty retreat:
 - a. Date: September 9
 - b. Location: Norman suggested it could be halfway, such as in Laguna Beach.
 - c. Format: Nick suggested having someone outline what is out there at other schools. Then have people propose different alternative structures. The most obvious alternative destinies are: Architecture alone; Architecture and Interior Architecture; or School of Architecture and Design. Norman and Jeanine discussed RISD, Cooper Union, etc as possible models. Norman suggested we could assign one model to each person for presentation.
 - d. Our destiny: Norman noted the development advantages of independence. Hadley: We should start by discussing our destiny, then deal with the structural areas to support it. Gerry noted the defining issue is not the mission statement; it is the skills of the individual faculty. The structure should be built on what we each do best. Hadley: At the same time we need a structure that allows individuals to come and go but still maintain growth and vision. Nick: For example, we need an outside person, which has traditionally been the dean, and an inside person, who is traditionally the chair. Norman noted that in the case of our department, the chair has also been doing the outside work. Jay: Like municipal government, we could have a strong leader, weak faculty, or vice-versa. For example, who provides leadership on curricular issues?
 - e. Norman suggested that the first half of the retreat could focus on destiny and the second on structure.

- f. Not everyone is in favor of going it alone without more information.
- g. Concern about the Board's attitude. We need to redefine our relationship to the Board.
- h. Norman: Another possible scenario would be to put History and Theory into a group and Technology into another group that serviced all the design departments
- i. Norman: A discussion on degree project, raising the bar, study abroad, could follow once we have made progress on the destiny discussion, maybe at another retreat or in faculty meetings.
- j. Should Interior Architecture be involved in the retreat? Jeanine suggested having them at the first session of the day. Gerry was concerned that Architecture needed to discuss its own issues.
- k. Norman will invite Randy to the faculty meeting to present his viewpoint, and we can decide whether or not to invite him and his faculty to the retreat.
- l. Nick suggested having someone who has been through the process, Doug Cremer? Jeanine: Wayne Drummond, (not a good choice – he's on the NAAB Board,) Paul Nakazawa (teaches at GSD, could be expensive).
- m. Hadley: It would be good to see some vision statements from other institutions that we can refer to. Paulette has gathered material. (Hadley clarified the minutes with the following comment: It would be good to review existing vision statements Woodbury has put forth in the past and/or recently considered.)

17. Adjournment: Meeting adjourned at 2:10 PM.

Notes by Nick Roberts

Architecture Faculty Meeting Minutes September 5, 2006

Attendees:

Norman Millar (Chair)
Hadley Arnold
Stanley Bertheaud
Jeanine Centuori
Catherine Herbst
Vic Liptak
Jay Nickels
Nick Roberts,
Paulette Singley
Gerry Smulevich
Ingalill Wahlroos-Ritter
Randy Stauffer (Chair of IA Department)

Meeting called to order at 11:30 a.m.

School of Architecture + Design Reorganization

Randy started the discussion with a definition of the discipline of IA, from the standpoint of IA Program: The discipline of IA has a more specialized focus of architecture but relies, unlike architecture, on “the use of more ephemeral materials such as organization of people, light, color, and moveable objects and not as much on physically tangible or permanent materials.”

Randy further compared and contrasted IA and Design and IA and AR and summarized the relationship of IA to other schools and departments at Woodbury. He noted that IA Department lives “in the shadow of architecture’s clout.”

IA Department envisions their role as the bridge between Architecture and Design.

Randy also described the IA programs’ relationship with other schools and departments as follows:

Cross-educate all design fields with foundational principles;

Cross-educate with business school;

Cross-pollinate with any/all disciplines.

Randy stated the IA Department’s views and concerns on ‘separating from’ vs. ‘uniting with’ the AR Department in the future. The main concern about merging with the AR Department is a possible loss of the IA program’s identity, accreditation with FIDER, and resources.

On the other hand, Randy and AR Faculty discussed “the strings” that connect IA and AR Departments such as shared equipment, software, woodshop, and faculty as well as common program requirements such as critiquing and 3-d year portfolio review, and shared activities such as I-Scape.

All the attendees discussed courses in the areas of design foundation, design history and theory, technology, and so forth that are taught in both programs.

Randy left the meeting.

Norman summed up the main points on the reorganization issues that had been discussed over the last few weeks at different levels of management and concluded that the other departments want to separate from Architecture, which appears to be supported by the administration.

Ingalill asked whether it was still not too late to work toward uniting with the other design disciplines or whether the decision on splitting was finalized. Norman answered that it was not too late.

Norman suggested, as part of the retreat agenda, having a discussion of new ideas on raising money by the AR Department to be able to further develop the program and to better award the faculty.

Jeanine (not in the agenda) brought up her concern about getting stools for the 2d-year students and having all the students pick up their storage boxes from Kirby Hall and the AR studios. To expedite the purchase, Norman advised to do it by ourselves, instead of using the regular procedure of furniture ordering. Concerning the students' storage cabinets, Galina had sent a notification to all AR students.

Architecture Department retreat discussion

Ingalill reminded about the date, time and venue for the AR faculty retreat planned for Saturday, September 9, 2006, 9:00 a.m. – 3:00 p.m. in Dana Point. She raised a question regarding possible attendees. Should the adjunct faculty be included? Should the student representative(s) be included? After a short discussion, the agreement was, at this time, to invite only the full-time faculty.

Paulette brought up a question whether a neutral moderator should be invited? Majority decided, considering the circumstances, to do without a mediator from outside.

Norman recommended selecting a different moderator for each of the three sessions. He said he would not lead the discussions during the retreat sessions.

Norman handed out the APR Outline to the attendees asking everyone to read the document, paying specific attention to #3 "The Thirteen Conditions of Accreditation." Norman left.

Ingalill asked the attendees to approve three topics to be discussed at the retreat and select moderators. She offered to moderate the first session. She also told she would circulate the retreat agenda.

Ingalill proposed to call Session 1 Destiny and Session 2 Structure.

Paulette suggested calling Session 1 Identity or Vision. A short discussion followed. Vision was accepted.

Ingalill summed up: Let's start by discussing our vision, then our place within the University, and then the structure.

Nick asked the colleagues to use diagrams to aid the discussion. His idea was supported.

Ingalill raised a question whether the discussion of NAAB should be included on the agenda. Wouldn't that be too much for one day?

Catherine spoke in favor of the inclusion; she emphasized how important and crucial it is for the Department and Norman.

Paulette acknowledged the importance of this subject, but pointed out that the retreat agenda would be diluted with too many topics. Therefore, Paulette and Gerry proposed setting up a separate meeting to discuss the NAAB self-assessment. It was supported by the majority.

Attendees also noted a connection between the self-assessment for the purpose of accreditation and the departmental restructuring.

Ingalill concluded: the NAAB matters will be discussed in a separate meeting. Date of the meeting to be determined and announced separately.

Meeting adjourned at 12:43 p.m.

ARCHITECTURE FACULTY MEETING MINUTES

October 3, 2006

Attendees:

Norman Millar
Ingalll Wahlroos-Ritter
Paulette Singley
Gerry Smulevich
Vic Liptak
Jeanine Centuori
Hadley Arnold
Serjick Issagholian
Jay Nickels
Nick Roberts

Teleconferenced:

Catherine Herbst
Stan Bertheaud

Meeting called to order at 11:40 a.m.

1. Ingalll briefly announced the next, follow-up, retreat to discuss further the department reorganization on October 17, 2006, from 10:00 a.m. to 4:00 p.m. Place to be determined. Agenda would be sent out next week.
2. Norman asked the colleagues to set up a meeting to discuss the Degree Project. Attendance of this meeting is not mandatory for those not involved in teaching the degree project. After a short discussion, everyone agreed to meet on Tuesday, October 10, 2006, 11:30 a.m. – 1:00 p.m.
3. Norman informed the attendees about his trip to University of Maryland. The purpose of the trip was recruiting students for the MArcRED program:
 - a. During the trip Norman spoke to parents of students from Ohio, N. Carolina, and from other states who came to University of Maryland. The students showed a high interest in our program. Many of the interested students have the BS of Architecture degree.
 - b. Norman proposed opening a two-year graduate program for students like them.
 - c. Paulette commented that we would have to have the new program accredited before we could run it.
 - d. Norman responded that we could actually start a two-year program without accreditation. Whereas accreditation is obligatory for a full four-year B Arc program; it is not a strict requirement for the two-year program.
 - e. Jeanine mentioned that Andre van Niekerk, the Dean of School of Business, is interested in working with us in various programs.

4. First item discussed that is related to Study Abroad was the accelerated program. After the discussion, it was agreed that the minimum requirement for students to accelerate should be the completion of Studios 3A & 3B.
5. Another item conferred about was the situation with making-up studios by students who earned a low grade or failed a studio. It was suggested that certain restrictions/conditions be established to allow students to re-take a failed studio.
6. Norman opened deliberations of the study abroad and summer studio issues. He suggested starting with a discussion of Paulette's outline of program goals and questions:
 - a. Paulette recapped that we go through the following stages in the preparation for the study abroad program: Recruitment, Consolidation, and Expansion.
 - b. Study Abroad program should be inclusive and flexible expanding travel opportunities for the faculty so they can have week-long visits if they cannot travel for a long time. The program should support new destinations.
 - c. Paulette posed a question whether we should teach design studio in the field at all, considering that students cannot fully engage in the design process as they can do in the US.
 - i. Norman & Catherine concurred with that.
 - ii. Paulette suggested that, at least, we should not teach a full 6-unit studio.
 - iii. Gerry argued that we do preparation classes that enable us to teach the 6-unit studio.
 - d. The abroad studios should be better organized to include well-developed course syllabi, reading lists, and itineraries of daily visits to provide a way of retracting the foreign studio activities.
 - e. Content of study abroad courses and regular courses, as well as compensation to the faculty, should be equivalent.
 - f. The summer studio work should be done within the allotted time with no "spilling over" into fall.
 - g. We need to develop vision for where the Architecture department goes with foreign study.
 - h. Because foreign study is a shared opportunity by faculty and students, any changes offered should be decided collectively.
 - i. We should assign pairs or groups of faculty members to each foreign program course to provide balanced perspectives for students and support for faculty who run this program.
 - i. Vic commented it would be a good idea to include a faculty member local to the country where a foreign studio takes place.
 - ii. Gerry mentioned he is planning to do that next summer.
 - j. We need to establish certain criteria, beside GPA, to select students for the Study Abroad program:
 - i. Our criteria should be inclusive to give an opportunity to those students who have to hold a job while studying and for those who cannot afford to travel. Can we include a scholarship into our department's budget?

- ii. Norman added that the San Diego students' representation should be increased from 8 to 10 students, and the S.D. faculty involvement should be increased.
 - k. Serjick expressed his concern with possible health issues that students might experience during a trip.
 - i. Norman responded that we should make a good note on how to travel abroad to give it to students.
- 7. Attendees decided to combine Gerry's and Paulette's foreign study programs and continue this discussion further.

Meeting adjourned: 12:57.

FACULTY MEETING MINUTES:

Study Abroad

November 14, 2006

Attendees:

Norman Millar
Ingalill Wahlroos-Ritter
Paulette Singley
Jeanine Centuori
Gerry Smulevich
Nick Roberts
Paul Groh
Vic Liptak
Catherine Herbst (teleconferenced)

Meeting called to order at 12:10 p.m.

1. Norman opened the dialogue by going over the discussion points to be addressed during this meeting.
 - a. He expressed his opinion regarding the first item: 9 units vs. 12 units:
 - i. Norman spoke in favor of limiting the abroad program units to 9, which would mean 3 studio units + 1,5 units of other courses per city;
 - ii. Contact hours in each city have to be adjusted accordingly;
 - iii. Students should be able to have time to explore the city, but not spend all the time at a computer;
 - iv. The 2 weeks of class meetings before and after a studio abroad trip is too much and should be eliminated/shortened;
 - v. There are issues with faculty evaluations; students don't fill out evaluations;
 - vi. We must be fair to the San Diego students; we shouldn't make them come here during those 4 weeks.
 - b. Nick had another look at how the 12-units issue arose, what went wrong in the summer 2006 semester, and why they ran out of time teaching the studio.
 - i. He agreed with Norman that the students should go in the city and study it.
 - ii. Nick disagreed about reducing the teaching load arguing that our students deserve a better quality program.
 - iii. He supported teaching Urban Theory which helps student study the city.
 - c. Discussion of teaching Urban Theory abroad followed.
 - d. Gerry suggested his explanation why we changed to 12 units: in response to the last retreat's discussion, we are trying to make it a more open system by offering more modules and involving more faculty, based on a location and their teaching interests, and make it a more organic process.

- e. Catherine supported Norman's suggestion to reconsider the 2 weeks of class meetings prior and after since it is very cumbersome for the S.D. students.
 - f. Paulette argued that we might have to adjust to this situation and go to San Diego ourselves twice a week, but we do need that time.
 - g. Gerry explained to the attendees how the 2 weeks of class time following the travel was used.
 - h. Vic spoke against 12 units. Because a summer semester is considerably shorter than a fall or a spring semester, it's too much to have the full load. Students crash in the following fall or spring; they also need time for things to be absorbed.
 - i. Gerry stated that having 2 weeks of classes before and after decompresses students' actual work time abroad.
 - j. Jeanine expressed her concern that the beginning and the end of each class have to be well defined. Students shouldn't do things for one class when they are in another, subsequent, class.
 - k. Ingall asked what the advantage of the 12-unit program was.
 - l. Jerry answered that students have a financial advantage:
 - i. Cost per unit for 12 units is lower than that for 9 units.
 - ii. Financial aid is available for 12-unit courses, but not available for 9-unit courses.
 - m. Vic disagreed that, per Cleo Williams, the financial aid is no longer available for 12 units; currently there is no 'in-house' funds left for that purpose.
2. The group continued the discussion on acceptable combinations of units and types of courses (Urban Theory/Contemporary Issues/GEs) compatible with the study abroad program.
3. At the conclusion of the debate:
- a. The majority decided to go back to teaching 9 units in the foreign study program.
 - b. Norman requested that the study abroad coordinators, Nick, Paulette, and Gerry, provide him with information on their compensation for each course.
 - c. There was tentative agreement that:
 - i. Those students who visit only a single city module must take 6 units, which might include a 3-unit studio plus either a 3-unit upper division GE, or a 3-unit architecture course.
 - ii. Students traveling to two cities can take no more than 4.5 units per city for a total of 9 units for the summer semester: 3 units of the 6-unit studio per city, plus 1.5 units of a 3-unit AR 375 course per city.
 - iii. There will be no course requirements overlapping into either the spring semester prior, or the fall semester following, the study abroad semester. Of those students who travel to two cities: those who travel to Barcelona may be expected to meet up to two weeks prior to the beginning of travel and all will be expected to meet the two weeks following the semester. Equal consideration will be given to students at both campuses by holding these class meetings an even number of times at each location, or by teaching a particular session at both locations.

ARCHITECTURE FACULTY MEETING MINUTES

DECEMBER 12, 2006

Attendees:

Norman Millar
Ingalill Wahiroos-Ritter
Vic Liptak
Gerry Smulevich
Hadley Arnold
Nick Roberts
Paul Groh
Serjick Issagholian

Teleconferenced:

Catherine Herbst
Stan Bertheaud

Meeting called to order at 11:40 a.m.

1. Gerry started the meeting by summing up the conclusions on the study abroad subject previously discussed:
 - a. He explained that the class had been organized and structured as was requested by Norman in the Study Abroad meeting.
 - b. Gerry made some suggestions about teaming students from each of the 3-unit classes being offered (upper GE on "history of cities" and "The Urban Environment") so that they would produce a self-published book containing work from both seminars, one from each student in the team (2 per team). That way we would have history-specific and urban theory-specific content in each book (the book would become the final "deliverable" for both seminars).
2. The group discussed the Design Communication topic:
 - a. Gerry noted that we are now focusing on making the Des. Com. 2 program work so that all the students have the same level of training.
 - b. Ingalill made a comment regarding the role of representation skills in the larger curriculum that had been previously discussed.
 - c. Norman reminded to Gerry to always involve the San Diego representative(s) in the activities related to Des Com.
 - d. Catherine was asked and explained what the difference was between Design Com. 2 and Design Animation @ San Diego Campus. Basically, Design Animation is a remediation course for transfer student to prepare them for Design Com. 2.
 - e. Norman commented regarding adjustments that we are planning to make to the articulation agreements:
 - i. Gerry suggested making the articulation agreements more rigorous in order to reinforce our requirements for Design Com. and not have to deal with remedial classes but use the built units for improving skills.
 - ii. Further discussion regarding articulation agreements followed.
3. Hadley informed the colleagues of the progress of her work on the studio culture policy:
 - a. She mentioned that Brian Oknyansky was helping her with the students' input into a studio culture policy draft. They plan to finalize the draft by the end of January.
 - b. Hadley asked for the names of the San Diego representatives involved in this process.
 - c. Norman asked Catherine to e-mail us those names, including their contact information.

- d. The meeting attendees spoke further regarding distribution of questionnaires among students and faculty.
 - e. Hadley suggested establishing the following deadlines: February 2007 for putting into place a new studio culture policy and September 2007 for evaluating the results.
 - f. Norman responded that we definitely have to put the new policy to work sometime in the summer, before September 1, 2007, which is the deadline for APR report. And the evaluation process must be completed by the NAAB team visit in spring 2008.
 - g. Hadley mentioned that we have to determine what the evaluation measurements are.
 - h. A further discussion of possible outcomes followed. Some of the ideas expressed were:
 - i. Measure overall performance in studio (Norman);
 - ii. Conduct surveys on how students feel (Vic);
 - iii. Implement time management (Norman);
 - iv. Create a policy on how to teach studio (Gerry);
 - v. Measure fairness in class (Norman);
 - vi. Put together a memo with expectations on how things should be done (Hadley);
 - vii. Put in instructions on class cancellation (Norman);
 - viii. Include the woodshop as part of the studio culture policy (Paul);
 - ix. Measure students' behavior in respect to studio (Norman);
 - x. Turn to the students and ask them what they think; teach students both to give criticism and to receive it (Hadley);
 - xi. Provide orientation information to incoming students, especially transfer students (Serjick);
 - xii. Provide for a balance between study/work and life (Hadley).
4. Ingalill started a discussion of the school mission topic:
- a. She informed the attendees that David Rosen had asked our department to come up with a mission last October, which we have not done yet.
 - b. Ingalill proposed to determine the deadline and create a task force to work on a mission statement and vision.
 - c. Norman commented that the work on a mission statement should be coordinated with the MAP (Master Academic Plan) Committee guidelines.
 - d. Norman also notified the group that in January 2007 we have to have a meeting to discuss drafts of curricular adjustments to the Des. Com. and Pro. Practice courses.
5. Ingalill asked what we were going to do about the archiving of student projects for the NAAB visit.
- a. Norman responded that we have to keep a year's worth of strong examples by the time the team arrives in March 2008.
 - i. We should ask instructors to bring in the strongest project(s) from this semester; we can later add them to the next fall semester's projects.
 - ii. We will collect and store all the student work in the spring 2007 semester, as it is the most crucial semester.
 - iii. Additionally, we will have to collect work from all the other classes.
 - b. The meeting members briefly discussed acceptable formats in which to archive students work: some flat files, digital files, small portfolios printed out by students, etc.
 - i. Paul proposed establishing certain digital format requirements.
 - ii. Catherine was asked to provide the format requirements they use in San Diego.
 - iii. Gerry suggested putting the formatting requirements agreed upon into the course syllabi. (It was approved.)
6. Vic informed the group regarding the latest developments of Educational Planning Committee on the MAP (Master Academic Plan) project:
- a. All academic units have to complete a preliminary pass on understanding of what each unit needs to do and where it wants to go based on SWOT analysis.
 - b. Our SWOT analysis was due the week of Thanksgiving, but we had not had time to do this.
 - c. Vic proposed to start working on this project right away and complete our school's SWOT analysis within the next two weeks.

- d. As an example, Vic demonstrated the IA Department's SWOT analysis, mission statement, and goals they identified for themselves as well as conclusions.
 - i. Based on that, Vic proposed to start with our school mission statement
 - ii. The next step would be to decide how the six university-wide principles (identified during the last year's university retreat) are meaningful for us and how we will embody them.
 - iii. We have to formulate the school's learning objectives.
 - iv. Finally, we would have to come up with our own goals.
- e. Vic requested that each faculty—individually—identify up to 10 most important strengths, weaknesses, opportunities, and threats (SWOT). The turnaround time of each communication should be 24 hours.
 - i. Vic would compile everyone's suggestions into a list and then send it back to everyone so they could rank those suggestions to determine the top five.
 - ii. Then Vic would put the top 5-10 results into matrices.
- f. Norman remarked that strengths and weaknesses must be internal, and threats and opportunities must be external.
- g. Norman asked Galina to e-mail the retreats' minutes to everyone so they could, prior to working on this project, re-familiarize themselves with what had been discussed.
- h. Ingalill commented that she did not feel comfortable with this corporate bureaucratic language and she needed more explanation regarding what it was for.
 - i. Norman replied that it is not necessary to use this exact wording.
 - ii. Nick explained that we are doing this by request of the WASK re-accreditation committee as the first step of the Master Academic Plan process.
 - iii. Nick & Norman further explained the WASK requirements and their relevance to the School of Architecture and this particular research.
- i. The faculty discussed in which ways we could use the results of this research (Gerry, Norman).
- j. The attendees determined the names of both Burbank and San Diego faculty who would participate in the process so Vic could contact them directly:
 1. Aaron
 2. John
 3. Josh
 4. Mark
 5. Jon
 6. Andrea
 7. Philip
 8. Paul
 9. Louis
 10. Warren
 11. Guillermo
 12. Dave
 13. Jay
- k. Norman noted that if a participant did not reply within 48 hours, we would assume he/she had withdrawn.

Meeting adjourned at 12:57 p.m.

ARCHITECTURE FACULTY MEETING MINUTES

January 9, 2007

Attendees:

Norman Millar
Ingalill Wahiroos-Ritter
Gerry Smulevich
Hadley Arnold
Nick Roberts
Jay Nickels
John Southern
Paul Groh
Jeanine
Serjick Issagholian
Galina Kraus

Teleconferenced:

Catherine Herbst
Stan Bertheaud

Meeting called to order at 11:40 a.m.

1. Gerry & Paul (not on the agenda) brought up some technical problems with printing, copying, shortage of workstations in the AR computer lab, and absence of tech. support.
 - a. Ingalill requested Gerry to provide a list of the existing problems and concerns.
2. The group addressed issues related to adding extra students to already closed classes.
3. Ingalill updated the colleagues on the lecture series for the Spring 2007. The names of speakers are as follows: Helena Jubany, Mark Rios, Janet Echelman, Bruce Danziger, Virginia Postrel, Hadley & Peter Arnold, and Toshiko Mori. And there will be organized an exhibition titled "Los Angeles: City of the Future."
 - a. Ingalill informed everyone re logistical matters pertaining to these events.
 - b. Jeanine announced another exhibition that takes place @ CCRD on March 23: Open competitive call for installation. A small honorarium will be awarded.
 - c. Gerry noted that the student competition coincides with the SciArc exhibition this year.
4. Ingalill initiated the discussion of the AR Calendar of events:
 - a. Galina was asked to be responsible for sending an updated calendar copy to the faculty in the beginning of each month.
 - b. Ingalill requested all the faculty members to review the calendar and suggest other events they would like us to include.
 - c. Norman asked Galina to coordinate with San Diego on calendar entrees.
 - d. Schindler Debate was moved to January 26, 2007 (after the meeting, the Schindler date was changed to February 23, 2007).
5. Norman went over matters related to preparation for the NAAB accreditation:
 - a. He expressed his concern re issues outside of curriculum such as faculty pay, administrative support, studio culture policy, etc.
 - b. Hadley reported on the studio culture policy work that has been done so far: students planned to discuss the policy draft on Friday, Jan. 12th, 2007.
 - c. Norman asked Catherine to work with Hadley on the studio culture policy.
 - d. Norman addressed some curricular issues with regard to Pro Practice, technical expertise, comprehensive design, sustainability, and other criteria.

- e. Gerry suggested including the sustainability criteria into boilerplates. His suggestion was approved.
 - f. Norman briefly went over the accreditation schedule and informed the group that he would revise it again.
 - g. Norman announced that from this point on he would have weekly meetings with Ingall, Hadley, and Catherine re NAAB accreditation every Tuesday at 10:00 a.m.
6. Ingall spoke about the 2x8 exhibition:
- a. We need to nominate two student projects to participate in the exhibition. San Diego campus should nominate their students separately. Also we will ask Randy to choose two IA student project.
 - b. The deadline for submission of students' names is January 20, 2007. The exhibition is on March 29th.
 - c. Norman discussed the topic studio matters. He posed a question who would coordinate it:
 - i. Gerry volunteered to supervise the topic studio.
 - d. Ingall requested the faculty to submit the best student projects for review by Thursday, January 18th, 2007.
 - e. Ingall was to suggest a few choices of time for a meeting to discuss and select the best two projects.
 - f. Catherine remarked that Woodbury is totally underrepresented in the Mel Ferris Scholarship program. AIACC would like to have 5 Woodbury students from each campus.
 - i. Norman asked Galina to add this scholarship to our list.
 - g. Serjick asked if he could request student representatives' names that day. Norman responded that it was too soon.
 - h. Norman let the group know of the petition from Hollywood students, under the leadership of Gars, regarding old desks in the CCRD studio that are in bad condition.
 - i. Jeanine replied that they were going to receive new tables shortly, and Teo Biocina would take care of the installation and would act as a studio liaison person.
 - i. Nick complained about the parking situation at the Hollywood studio:
 - 1. There is nowhere to park.
 - 2. We subsidize only \$49/month, but it costs the students \$80.
 - ii. Gerry proposed waiving the students' parking fees.
 - iii. Stan brought up parking problems in San Diego.
 - iv. Norman asked Stan to submit a proposal of what the San Diego campus would like to do about it.
7. Norman introduced a proposed School of Architecture nomenclature. A few things discussed under this topic were:
- i. There is no title for the head of school agreed upon, we need to make a decision about it.
 - ii. The new office offered to Norman will not be used as his office space; it will be used as a meeting room for School of Architecture for smaller group meetings.
 - iii. We would like to have the Title V office as a place for our school since the Title V program will be closing down this year.
 - iv. Paulette will become the Head of the History and Theory program.
 - b. Regarding the head of school title, Nick suggested choosing the title Dean.
 - c. An extensive discussion of this topic followed. The title Dean was supported by the majority. Other possible titles discussed in the meeting were Director and Interim Dean.
 - d. The group further discussed when and whether we need to initiate a Dean search:
 - i. Ingall pointed out that Norman will lead us for another 2.5 years, according to his contract.
 - ii. Paul and Gerry spoke for starting a search for the Dean of School of Architecture position now.
 - iii. Ingall explained that (1) by the time Norman's contract expired, we would be able to finally define the dean's position and then we could begin a search; (2) if we conduct the search now, it will interfere with the accreditation process.

- iv. Gerry affirmed that by the end of NAAB accreditation, we should have an appointed Dean.
- e. Hadley and Jeanine expressed their concern about possible losing of the Assistant Chair position.
- f. Norman explained that the existing supporting positions such as Asst. Chair and Associate Chair would transform accordingly to the status of Norman's new position. And even more administrative support would be needed for the new school structure.
- g. The attendees agreed to continue this discussion in a separate meeting that is to be scheduled in two weeks.

Meeting adjourned at 1:02 p.m.

ARCHITECTURE FACULTY MEETING MINUTES

January 23, 2007

Attendees:

Norman Millar
Ingalill Wahiroos-Ritter
Gerry Smulevich
Vic Liptak
Hadley Arnold
Nick Roberts
Jay Nickels
Paulette Singley
John Southern
Jeanine Centuori
Bryan Oknyansky
Galina Kraus

Teleconferenced:

Catherine Herbst
Stan Bertheaud

Meeting called to order at 10:48 a.m.

1. Norman announced the topics to be discussed in the meeting, (a) the nomenclature chart from the faculty retreat and (b) the media person's job description:
 - a. Norman informed the attendees that the Board and Administration do not support the title Dean for the head of our school due to their concern with potential issues that might arise from the discontinuation of the Dean of School of A & D position.
 - b. Norman noted that we could go with Director for now with a possibility of searching for a Dean later, along with other potential positions, such as Director of the Graduate Program.
 - c. Norman further notified the attendees of his latest discussion with Dr. Rosen concerning the school's nomenclature.
 - d. Nick asked about potential financial implications related to the title Dean.
 - i. Norman replied that changes in compensation would occur if the job description changed substantially.
 - e. Jay remarked that when it comes to soliciting money in support of the program, the donors don't like to talk to anybody whose status is below the Dean level.
 - f. Vic and Hadley asked whether there was any difference between Associate [...] vs. Assistant [...].
 - i. Norman responded that usually the title Associate ... gives the person more autonomous authority than the title Assistant ...
 - ii. Vic insisted that the new positions of Assistant and Associate Director/Dean have to be equal under the new structure.
 - g. The attendees briefly discussed Paulette's new position.
 - h. Nick mentioned that, since everybody is moving up, we will have to fill in the full-time faculty vacancies because we have a very low student-to-faculty ratio.
 - i. Norman responded that for Fall 2007 we are planning to have a new full-time faculty position in Burbank and Los Angeles.
2. The faculty members discussed the media person's position:
 - a. Gerry suggested that we should evaluate duties/involvement of that person and later have a performance review to see how much we have achieved from adding this position.

- b. Paulette added that Gerry's suggestion should apply to all of the positions.
 - c. Jeanine noted that this is an opportunistic moment for us to formally state to the Administration what it is that we believe will move us ahead and propel us.
 - d. Hadley expressed her opinion that we should not put too much responsibility on the media person; we, too, should be accountable for our achievements.
 - e. The group spoke regarding the performance review matter:
 - i. Norman proposed that because those positions have a term, reviews could go either yearly or at the contract renewal time.
 - ii. Vic asked who would be renewing contracts and whether it would be a Personnel Committee's issue.
 - iii. Norman responded that this would come from the School of Architecture.
 - f. Vic suggested including Jay's and Debra's positions into the structure unless they are going to be satellite.
 - i. Norman and Jay responded that Jay's position is intermediary, and he reports jointly to Norman and Rick Nordin.
 - ii. Norman explained that Debra's position was not in the structure, but he considered including it.
 - iii. Norman asserted that Debra's title and pay should change accordingly to recognize her work for over five years, if we want to keep her.
 - g. Nick proposed to delegate someone to write the job descriptions.—His idea was supported.
 - h. Ingalill commented that we have to assure continuity for the program heads positions that are on the right side of the nomenclature chart.
 - i. Gerry put forward that: (a) all the full-time faculty should be able to participate in a Dean search and (b) the faculty can decide to change the typical thing that a new Dean appoints people; instead, the new Dean might have to accept the existing structure and plug into the built system.
 - i. Hadley remarked that nobody may want that position with such restrictions.
 - j. Catherine proposed establishing a timeline and a staggering pattern for the positions on the right side of the chart, and that we could be more flexible with the positions on the left side.
 - k. The discussion of the projected positions continued.
 - l. Hadley suggested having another retreat on the next instructional break day in February.
 - m. Gerry proposed to work on job descriptions in teams of two.
3. At the conclusion, the group decided to:
- i. Tentatively accept the title Director for the head of School of Architecture and provisional titles of Associate Director and Assistant Director.
 - ii. Acknowledge that this proposed nomenclature is an interim nomenclature, and Director of School is also an interim position.
 - iii. Focus on duties of a media person and a new Burbank faculty member.
 - iv. Incorporate Debra Abel's position into the nomenclature.
 - v. Work on job descriptions for the projected positions of Assistant and Associate Directors, media person, and program coordinators as follows:
 1. Norman and Hadley will work on job descriptions for the Director of School of Architecture and the head of MArchRED positions;
 2. Ingalill and Jay will write the Assistant Director's job description;
 3. Ingalill, Stan, and Catherine—Associate Director's;
 4. Ingalill—media position's;
 5. Vic and Gerry—representation position's.

Meeting adjourned at 12:02 p.m.

ARCHITECTURE FACULTY MEETING MINUTES

February 6, 2007

Attendees:

Norman Millar
Ingalill Wahiroos-Ritter
Gerry Smulevich
Vic Liptak
Hadley Arnold
Nick Roberts
Aaron Whelton
Paul Groh
Jeanine Centuori
Bryan Oknyansky
Galina Kraus

Teleconferenced:

Catherine Herbst
Stan Bertheaud

Guests:

Guillermo Honles
Ray Gutierrez

Meeting called to order at 10:40 a.m.

1. Guillermo and Ray spoke regarding the Latin American summer program:
 - a. First, they informed the attendees about the background and history of this movement and expressed their idea of running a summer study program for Latin American students.
 - b. Some of the aspects discussed were as follows:
 - i. The program would be run on the premises of Woodbury University;
 - ii. The length of the course would be anywhere between 4-6 weeks in June-July;
 - iii. It would be a topic studio, 3d year and above undergraduate level;
 - iv. Some elements studied would be sustainability, theory, and technology;
 - v. Classes would be taught mostly in Spanish;
 - vi. For the first time, a class would have 20 students;
 - vii. Costs would be roughly \$4,000 per student, including tuition, board, room, necessary transportation, and other logistics;
 - viii. The program would tentatively start in summer 2008.
 - c. Norman commented that after putting together the numbers, we could request some funds from Don St. Clair's budget in support of this program.
 - d. Norman stated that from this point we would start taking this proposal to the next step, provided we got approval from the faculty.
 - e. Norman asked the attendees to vote for the proposal—the program was supported by all the members unanimously.
 - f. Norman asked Galina to set up another meeting re: the Latin American summer program and invite Ruth Lorenzana, Don St. Clair, and David Rosen.
2. Norman mentioned (not on the agenda) about a student exchange agreement with the Peter Behrens School of Architecture in Düsseldorf, Germany, that is tentatively expected to begin in spring 2008. This program was to be discussed at the next meeting.
3. Ingalill made several announcements:

- a. The retreat scheduled for February 20, 2007, would take place from 1:00 p.m. to 6:00 p.m. in Room W 100.
 - b. Ingalill informed the attendees of the upcoming events on the calendar.
 - i. Galina was asked to send an event calendar link to the faculty.
 - c. Laser cutter tutorial would take place on Friday 16, 2007, from 11:00 to 12:00 noon.
 - d. The CNC machine, sponsored by Title V, is on its way to the San Diego campus.
 - e. Ingalill proposed to discuss the school grading policy at the next faculty meeting in order to reinforce the standards of grading to achieve consistency.
4. Vic was not ready to discuss the ACSA News topic; she said she would send out an e-mail with this information.
 5. Norman informed the attendees of the budget cutback.
 6. Jeanine (not on the agenda) made a request for purchasing a few software applications, such as Rhino, Vectorworks, and Maya, for her computer.
 - a. Norman responded that, considering the tight financial situation, right now we can only order Rhino and Maya as they are not too expensive.
 - b. Norman suggested that Jeanine apply for a faculty development grant to cover expenses for Vectorworks.
 - i. Ingalill and Jeanine decided to submit an application for a grant.
 7. Hadley reported on the studio culture policy work progress.
 - a. Norman stated that after the policy was approved we would.
 - i. introduce it to both Burbank and San Diego students and faculty in a series of all-school meetings at both locations;
 - ii. make it a normal practice to discuss the policy with new students and faculty in the beginning of every semester;
 - iii. change the policy on an ongoing basis.
 - b. Gerry commented that the policy should emphasize either collaboration or competitiveness among students, but not both.
 - c. Hadley relied that, according to the feedback she had received from the students, the majority spoke for collaboration.
 - d. Hadley noted that they would circulate the policy draft among the faculty one more time to request their input.
 - e. Bryan suggested having a policy discussion with students at the end of each semester, not beginning.
 - f. Norman countered that at the semester end students are usually too involved in their finals to be able to have a good discussion.
 - g. Bryan remarked that there is a lack of communication among students; there is no community of students. The students are lacking social activities that could help build a strong community.
 - h. The group briefly discussed some possible events that could help us with building the Architecture students' community.
 - i. Norman supported this idea and suggested having Friday-night gatherings for students.
 - i. Gerry remarked that whereas having social events is nice, it is not very helpful in developing a good studio culture. He suggested creating teams in studios so the students could motivate and help each other.
 8. The faculty addressed the "... Studios Statement of Responsibility" issued by the Office of Student Development and Academic Success. The group deemed this policy as incomplete and premature.

for us since our work on the AR studio culture policy is still in progress. Overall, our policy will be no different from this statement but more complete.

- a. At the conclusion of the discussion, the attendees voted on this issue and, unanimously, no one supported the Statement of Responsibility.
9. The group briefly addressed the faculty evaluation subject. It was decided to inform the Faculty Senate of our comments and suggestions.
 10. Vic reported on the results of the SWOT analysis exercise in which the faculty participated last December:
 - a. Vic collected a total of six responses from the full-time and participating adjunct faculty.
 - b. She combined all the responses and put them into a matrix in order to illustrate cross-impacts between strengths and opportunities and threats and weaknesses.
 - c. Vic concluded that the respondents did well on strengths and opportunities, but not as well on weaknesses and threats.
 - d. Some of the questions Vic posed to the group were:
 - i. How our goals are aligned with the six principles that were identified at Woodbury University identity retreat in the fall 2006?
 - ii. Where do we go from here?
 - iii. What are we trying to accomplish?
 - iv. What are current implications and those coming five years in the future?
 - e. Norman asserted that we had to finish this study before starting to work on the NAAB report.
 - f. It was decided to further address this matter at the faculty retreat on February 20, 2007.
 11. Norman mentioned that he had spoken to Dr. Rosen regarding the School of Architecture occupying the Wilshire Hall office after the Title V staff moves out. David seemed to be supportive of this idea.

Meeting adjourned at 12:08 p.m.

Meeting minutes by Galina Kraus

School of Architecture Meeting Minutes

April 3, 2007

10:30am – 12:00pm

Facilitator: Ingalill Wahlroos-Ritter

Attendees: Hadley Arnold
Stan Bertheaud
Jeanine Centuori
Catherine Herbst
Vic Liptak
Norman Millar
Jay Nickels
Nick Roberts
Gerry Smulevich
Galina Kraus
Bryan Oknyansky (student representative)
Kris Christ
cc: Paulette Singley (on sabbatical)

Administrative Items/Information:

1. Consent to minutes of previous meeting:
Corrections made (see revised minutes).
2. Next meeting date:
Tuesday, 10 April, 10:30am – 12:00pm.
3. Acceptance of agenda: Agenda accepted.
4. Virginia Postrel will speak tonight at 6:30 p.m.
5. Grand Critique was rescheduled from Tuesday, April 10, 2007, to Friday April 13, 2007.
6. San Diego Campus Grand Critique will take place on Monday, April 9, 2007.

Content:

Discussion:

School of MCD to launch new website in Spring 2007. Don St. Clair has discussed adopting the design of MCD website for Woodbury University home page. The School of Business may also adopt same design for their website.

- There is a consensus among AR faculty for a university-wide website that has a distinct university brand separate from the design of the websites of the individual Schools. Rather

than simply have the website for the School of Architecture as the only different website, all should be different.

- Ease of navigation is of primary importance.
- Images from existing website are more dynamic, showing, for example, 'active' students.

Decision:

Communications Director should be a full-time position rather than hired as a consultant. It will be a one-year renewable contract. Hadley to write a proposal for the position by the April 3rd meeting.

Discussion:

The drawbacks of hiring the Communications Director as a consultant are:

- Consultants work at home
- IRS is more picky about consultants
- Consultants have to work by project, not by hour
- Consultants are not "fully-vested" in the Woodbury community

Decision:

An AR student is allowed to fast-track following their 2nd year only if:

- the student has a minimum studio GPA of 3.0;
- the student has an overall GPA of minimum 3.0;
- the student has taken all classes required through the 2nd year in the curriculum.

Include this requirement in the university catalog. Review this decision in three years.

Decision:

Change course descriptions for mini studios to align them with the requirements for AR 491 Studio 5A. Review the decision in three years.

Decision:

Amend the first sentence of the existing course description for AR 491 Studio 5A to read: "The studio intent is to explore and test *architectural design* as it relates to one or more special contemporary issues."

Include the change in the catalog.

Decision:

The new Studio Culture policy is instituted on March 27, 2007, and to be implemented in Fall 2007;

- through student volunteers in Studio (these may or may not be Studio Representatives)
 - on the first day of studio
 - signed by each student in studio
- The policy to be reviewed each spring semester.

Unattended Agenda Items (from March 27th meeting):

1. Grading Policy

DECISIONS LIST

Decision	Decision Date	Evaluate on
1. Incorporate paragraph on stress into Studio Culture policy. Hadley to present proposal for implementing Studio Culture policy at 3 April meeting.	March 20, 2007	April 3, 2007
2. Faculty to implement Dynamic Self-Governance system, and Ingalill to be the facilitator.	Mar 20, 2007	May 1, 2007
3. Full-time faculty meetings on 3 April, 17 April, 1 May. Non-mandatory faculty meetings on 27 March, 10 April, 24 April, 8 May.	Mar 20, 2007	May 1, 2007
4. Nick Roberts and Gerard Smulevich to present proposal for summer study-abroad teaching line-up. Proposal to include study-abroad staffing and how to apply for each position.	Mar 20, 2007	April 3, 2007
5. Communications Director to be a full-time position, not a consultant, with a one-year renewable contract. Hadley to write a proposal for the position by April 3, 2007, meeting.	March 27, 2007	August, 2008??
6. An AR student is allowed to fast-track following their 2 nd year only if: (a) the student has a minimum studio GPA of 3.0; (2) the student has an overall GPA of minimum	March 27, 2007	August, 2010

3.0; (3) the student has taken all classes required through the 2 nd year in the curriculum. Include this requirement in the university catalog. Review this decision in three years.		
7. Change course descriptions for mini studios to align them with the requirements for AR 491 Studio 5A. Review the decision in three years.	March 27, 2007	August, 2010
8. Amend the first sentence of the existing course description for AR 491 Studio 5A: "The studio intent is to explore and test <i>architectural design</i> as it relates to one or more special contemporary issues being presented in AR 366, contemporary Issues: Practice and Theory..." Include the change in the catalogue.	March 27, 2007	May, 2008?
9. The new Studio Culture policy is instituted on March 27, 2007, and to be implemented in Fall 2007: (a) through student volunteers in Studio (these may or may not be Studio Representatives); (b) on the first day of studio; (c) signed by each student in studio. The policy to be reviewed each spring semester.	March 27, 2007	April, 2008

School of Architecture Meeting Minutes

April 3, 2007

10:30am – 12:00pm

Facilitator: Ingalill Wahlroos-Ritter

Attendees: Hadley Arnold

Jeanine Centuori

Paul Groh

Vic Liptak

Norman Millar

Jay Nickels

Nick Roberts

Gerry Smulevich

John Southern

Galina Kraus

Bryan Oknyansky (student representative)

Kris Christ

cc: Paulette Singley (on sabbatical)

Catherine Herbst (not attending)

Stan Bertheaud (not attending)

Administrative Items/Information:

1. Consent to minutes of previous meeting:
Corrections made (see revised minutes).
2. Next meeting date:
Tuesday, 10 April, 10:30am – 12:00pm.
3. Acceptance of agenda: Agenda accepted.
4. Grand Critique was rescheduled to Friday, April 13, 2007 at 4:30pm in New Woody's.
5. Tuesday, April 10, 2007, Hadley & Peter Arnold will speak at 6:30 p.m. @ the Powell Gallery.
6. Reception will follow Hadley & Peter's lecture at 8:00 p.m. on the Design Center Courtyard.
7. San Diego Grand Critique will take place on Monday, April 9, 2007.

Content:

Discussion: Dr. Phyllis Cremer and Steve Dyer present WASC CPR – Capacity Preparatory Review. They need input from AR Faculty.

Decision:

Add M.Arch RED program, Hollywood CCRD, and Travel Study to the Master Academic Plan. Travel Study to include foreign study and travel within the US. No term.

Decision:

Add resources with dollar implications to MAP including: Space / facilities, People, Technology / Equipment and Miscellaneous.

Decision:

Establish three work teams, Faculty Committee, Student Committee, and Curriculum Committee, by fall 2007. Meanwhile, small working group consisting of Norman, Ingalill, Catherine, and Hadley will address current issues. Anyone can join. Review this decision in one year.

Discussion:

Faculty nominates Mary Tims for Grand Critique Faculty Choice category.

Discussion:

Nick to make a proposal regarding changes to the Degree Project studio by the April 10th, 2007, meeting.

Unattended Agenda Items (from March 27th meeting):

1. Degree Project proposal
2. Mini-studio proposal
3. Grading Policy

DECISIONS LIST

Decision	Decision Date	Evaluate on
1. Incorporate paragraph on stress into Studio Culture policy. Hadley to present proposal for implementing Studio Culture policy at 3 April meeting.	March 20, 2007	April 3, 2007
2. Faculty to implement Dynamic Self-Governance system, and Ingalill to be the facilitator.	Mar 20, 2007	May 1, 2007
3. Full-time faculty meetings on 3 April, 17 April, 1 May. Non-mandatory faculty meetings on 27 March, 10 April, 24 April,	Mar 20, 2007	May 1, 2007

10. Add M.Arch RED program, Hollywood CCRD, and Travel Study to the Architecture curriculum and Master Academic Plan. Travel Study to include both foreign study and travel within the US.	April 3, 2007	No term
11. Add resources with dollar implications to MAP including: Space / facilities, People, Technology / Equipment and Miscellaneous.	April 3, 2007	No term
12. Establish three work teams, Faculty Committee, Student Committee, and Curriculum Committee, by fall 2007. Meanwhile, small working group consisting of Norman, Ingalill, Catherine, and Hadley will address current issues. Review this decision in one year.	April 3, 2007	September, 2008

School of Architecture Meeting Minutes

April 17, 2007

10:30am – 12:00pm

Facilitator: Ingalill Wahlroos-Ritter
Attendees: Hadley Arnold
Stan Bertheaud
Vic Liptak
Norman Millar
Jay Nickels
Nick Roberts
Gerry Smulevich
Galina Kraus
Bryan Oknyansky (student representative)
cc: Paulette Singley (on sabbatical)
Catherine Herbst (not attending)
Jeanine Centuori (not attending)

Administrative Items/Information:

1. Consent to minutes of previous meeting:
Corrections made (see revised minutes).
2. Next meeting date:
Tuesday, 24 April, 10:30am – 12:00pm.
3. Acceptance of agenda: Agenda accepted
4. End-of-Year Student Exhibition scheduled for Saturday, May 5th, 2007, 3:00 p.m. to 6:00 p.m. (following Commencement) @ CCRD.
5. April 28th – May 4th set up student projects at CCRD for the End-of-Year Student Exhibition.
6. Master Academic Plan, updated according to discussion in previous Faculty Meeting, to be forwarded to Vic.
7. Ingalill requests Bryan to have students complete survey on Laser Cutter policies.

Content:

Discussion:

Norman suggested that, on both campuses, Grand Critique winners present slides of work with digital projector and that copies of their projects be made and archived. Norman suggests video conferencing the Grand Critiques for faculty members from each campus to see. In addition, Catherine and Ingalill should attend the GC in each location.

Discussion:

Stan Bertheaud agreed to represent the School of Architecture on the Personnel Committee during the next term. Catherine Herbst agreed to represent the School of Architecture on the Faculty Senate.

Decision:

Add to the Studio Policy a clause stating that matters related to grading and evaluation are confidential and subject to discussion strictly between the student and the instructor. No term.

Decision:

Hadley to revise her proposal regarding the grading policy by the next meeting (April 24, 2007). Faculty to review proposal and make counter-proposals for discussion at the next meeting.

Discussion:

It was agreed to postpone voting on the mini studio proposal until the next meeting (April 24, 2007) so that Catherine and Jeanine can participate.

Unattended Agenda Items:**DECISIONS LIST**

Decision	Decision Date	Evaluate on
1. Incorporate paragraph on stress into Studio Culture policy. Hadley to present proposal for implementing Studio Culture policy at 3 April meeting.	March 20, 2007	April 3, 2007
2. Faculty to implement Dynamic Self-Governance system, and Ingalill to be the facilitator.	Mar 20, 2007	May 1, 2007
3. Full-time faculty meetings on 3 April, 17 April, 1 May. Non-mandatory faculty meetings on 27 March, 10 April, 24 April, 8 May.	Mar 20, 2007	May 1, 2007
4. Nick Roberts and Gerard Smulevich to present proposal for summer study-abroad teaching line-up. Proposal to include study-abroad staffing and how to apply for each position.	Mar 20, 2007	April 3, 2007
5. Communications Director to be a full-time position, not a consultant, with a one-year renewable contract. Hadley to write a proposal for the position by April 3, 2007, meeting.	March 27, 2007	August, 2008??
6. An AR student is allowed to fast-track following their 2 nd year only if: (a) the student has a minimum studio GPA of 3.0; (2) the student has an overall GPA of minimum 3.0; (3) the student has taken all classes required through the 2 nd year in the curriculum. Include this requirement in the university catalog. Review this	March 27, 2007	August, 2010

decision in three years.		
7. Change course descriptions for mini studios to align them with the requirements for AR 491 Studio 5A. Review the decision in three years.	March 27, 2007	August, 2010
8. Amend the first sentence of the existing course description for AR 491 Studio 5A: "The studio intent is to explore and test <i>architectural design</i> as it relates to one or more special contemporary issues. ..." Include the change in the catalogue.	March 27, 2007	May, 2008?
9. The new Studio Culture policy is instituted on March 27, 2007, and to be implemented in Fall 2007: (a) through student volunteers in Studio (these may or may not be Studio Representatives); (b) on the first day of studio every semester; (c) signed by each student in studio. The policy to be revised each spring semester.	March 27, 2007	April, 2008
10. Add M.Arch RED program, Hollywood CCRD, and Travel Study to the Architecture curriculum and Master Academic Plan. Travel Study to include both foreign study and travel within the US.	April 3, 2007	No term
11. Add resources with dollar implications to MAP including: Space / Facilities, People, Technology / Equipment and Miscellaneous.	April 3, 2007	No term
12. Establish three work teams, Faculty Committee, Student Committee, and Curriculum Committee, by fall 2007. Meanwhile, small working group consisting of Norman, Ingalill, Catherine, and Hadley will address current issues. Review this decision in one year.	April 3, 2007	September, 2008
13. (1) Offer a degree project studio focused on a given project in two- or more faculty-led studios; (2) Continue to offer student-initiated degree projects to students with student-initiated proposal accepted by committee for a limited number of spaces; (3) Review an outline proposal by students on week 3 or 4 of fall semester. Term – one year. (4) Gerry to submit proposal for what the Student Proposal Review Committee criteria are at a future meeting.	April 10, 2007	April, 2008
14. Every student must take at least one 6-unit 15-week studio among the following: AR 487 Studio 4A: Comprehensive Design, AR 489 Studio 4B: Urban Design, and AR 491 Studio 5A: Topics. Term – two years.	April 10, 2007	April, 2009
15. Add to the Studio Policy a clause stating that matters related to grading and evaluation are confidential and subject to discussion strictly between the student and the instructor.	April 17, 2007	No term

School of Architecture Meeting Minutes
May 1, 2007
10:30am – 12:00pm

Facilitator: Ingalill Wahlroos-Ritter
Attendees: Hadley Arnold
Stan Bertheaud
Jeanine Centuori
Catherine Herbst
Vic Liptak
Norman Millar
Jay Nickels
Nick Roberts
Gerry Smulevich
Galina Kraus
Bryan Oknyansky (student representative)
cc: Paulette Singley (on sabbatical)

Administrative Items/Information:

1. Consent to minutes of previous meeting: Minutes accepted.
2. This is the last meeting for the semester; next meeting is tentatively scheduled for August 14th, 2007.
3. Acceptance of agenda: Agenda accepted.
4. Fifth-year party will take place on Thursday, May 3d, at 6:00 p.m. on the Wedge Courtyard.
5. Award Ceremonies will be held on Friday, May 4th, at 3:00 p.m. and at 4:00 p.m. in the Alumni Quad.
6. Commencement will be on Saturday 9:00 a.m. in the Alumni Quad.
7. Year-end Student Exhibition opening reception will be held on Saturday, May 5th, at 3:00 p.m. @ CCRD.
8. Third-year portfolio re-submittal deadline is moved from Monday, May 7th, to Tuesday, May 8th, at 9:00 a.m. at Galina's desk.
9. School Goals meeting will be on Wednesday, May 9th, at 10:30 a.m.
10. Joye Swan was selected a member of the Personnel Committee, and Stan was not.
11. Study Abroad group will meet on Monday, May 7, 2007, @ CCRD.
12. Next fall semester begins on Monday, August 27th, 2007.

Content:

Discussion:

The members discussed Nick's proposal regarding the degree project changes. Due to a number of objections and concerns expressed by a few faculty, the group decided to postpone the decision until the end of summer and prepare a new proposal by the first Fall 2007 meeting

in August. Meanwhile, the faculty will correspond with one another via e-mail to continue this discussion. In general, it was decided to make some adjustments and refinements to the existing degree project, but not change it entirely.

Unattended Agenda Items:
Grading guidelines

DECISIONS LIST

Decision	Decision Date	Evaluate on
1. Incorporate paragraph on stress into Studio Culture policy. Hadley to present proposal for implementing Studio Culture policy at 3 April meeting.	March 20, 2007	April 3, 2007
2. Faculty to implement Dynamic Self-Governance system, and Ingalill to be the facilitator.	Mar 20, 2007	May 1, 2007
3. Full-time faculty meetings on 3 April, 17 April, 1 May. Non-mandatory faculty meetings on 27 March, 10 April, 24 April, 8 May.	Mar 20, 2007	May 1, 2007
4. Nick Roberts and Gerard Smulevich to present proposal for summer study-abroad teaching line-up. Proposal to include study-abroad staffing and how to apply for each position.	Mar 20, 2007	April 3, 2007
5. Communications Director to be a full-time position, not a consultant, with a one-year renewable contract. Hadley to write a proposal for the position by April 3, 2007, meeting.	March 27, 2007	August, 2008??
6. An AR student is allowed to fast-track following their 2 nd year only if: (a) the student has a minimum studio GPA of 3.0; (2) the student has an overall GPA of minimum 3.0; (3) the student has taken all classes required through the 2 nd year in the curriculum. Include this requirement in the university catalog. Review this decision in three years.	March 27, 2007	August, 2010
7. Change course descriptions for mini studios to align them with the requirements for AR 491 Studio 5A. Review the decision in three years.	March 27, 2007	August, 2010
8. Amend the first sentence of the existing course description for AR 491 Studio 5A: "The studio intent is to explore and test <i>architectural design</i> as it relates to one or more special contemporary issues. ..." Include the change in the catalogue.	March 27, 2007	May, 2008?
9. The new Studio Culture policy is instituted on March 27, 2007, and to be implemented in Fall 2007: (a) through student volunteers	March 27, 2007	April, 2008

in Studio (these may or may not be Studio Representatives); (b) on the first day of studio every semester; (c) signed by each student in studio. The policy to be revised each spring semester.		
10. Add M.Arch RED program, Hollywood CCRD, and Travel Study to the Architecture curriculum and Master Academic Plan. Travel Study to include both foreign study and travel within the US.	April 3, 2007	No term
11. Add resources with dollar implications to MAP including: Space / Facilities, People, Technology / Equipment and Miscellaneous.	April 3, 2007	No term
12. Establish three work teams, Faculty Committee, Student Committee, and Curriculum Committee, by fall 2007. Meanwhile, small working group consisting of Norman, Ingallll, Catherine, and Hadley will address current issues. Review this decision in one year.	April 3, 2007	September, 2008
13. (1) Offer a degree project studio focused on a given project in two- or more faculty-led studios; (2) Continue to offer student-initiated degree projects to students with student-initiated proposal accepted by committee for a limited number of spaces; (3) Review an outline proposal by students on week 3 or 4 of fall semester. Term – one year, (4) Gerry to submit proposal for what the Student Proposal Review Committee criteria are at a future meeting.	April 10, 2007	April, 2008
14. Every student must take at least one 6-unit 15-week studio among the following: AR 487 Studio 4A: Comprehensive Design, AR 489 Studio 4B: Urban Design, and AR 491 Studio 5A: Topics. Term – two years.	April 10, 2007	April, 2009
15. Add to the Studio Policy a clause stating that matters related to grading and evaluation are confidential and subject to discussion strictly between the student and the instructor.	April 17, 2007	No term
16. Begin to develop a draft of the School of Architecture webpage by conducting internal research and hiring an outside person to design the webpage. Hadley to: (1) act as the interim coordinator of the webpage design process; (2) by the next faculty meeting (May 1 st), write a proposal on involving adjunct faculty in this project.	April 24, 2007	August, 2007
17. With regards to mini-studio(s) substitution: (1) Provide at least one advanced design software (ADS) 3-unit studio per Fall/Spring semester as 1/2 of the AR 491 Design Studio 5A: Contemporary Topics. (2) Provide at least one non-ADS 3-unit studio per Fall/Spring semester as 1/2 of the AR 491 Design Studio 5A: Contemporary Topics. (3) No more than one ADS mini studio applies toward substitution for the AR 491 Design Studio 5A. Two mini studios substitute for the topic studio only when the grade earned in each mini studio is "C" or better.	April 24, 2007	April, 2009

5.8 Faculty Personnel Handbook, Section C

Section C – Personnel Policy

SECTION C

FACULTY PERSONNEL POLICY

January 2, 2000

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SECTION C – FACULTY PERSONNEL POLICY

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Introduction

The faculty of Woodbury University have on the one hand the rights and privileges which inhere in their profession and have on the other the obligation to exercise their best judgment in enforcing professional standards, in determining their collective and individual responsibilities and duties in accordance with the mission and goals of the college or university with which they are affiliated, and in observing, and in securing from their colleagues observance of the principles embodied in their code of ethics.

1. Categories of Appointment

A. Faculty Defined:

The faculty of Woodbury University consists of all members of the full-time faculty (those who hold both full-time faculty appointments and faculty rank), the adjunct faculty, the Deans of the Schools under certain conditions (see section I.A.6 and V.B below), and the Senior Vice President of Academic Affairs.

1. The full-time faculty are professional educators whose appointment at Woodbury is their principal employment and whose professional commitment includes responsibilities for the quality of the educational programs and for university service related to, and in support of, the instructional programs, as well as for classroom instruction. For full-time faculty, outside activity that contributes to professional maintenance or advancement and community advancement is generally acceptable, but employment by other educational institutions or other institutions that results in reduced performance at Woodbury will be precluded. Full-time faculty are usually appointed for duty in established departments or schools of instruction. Most full-time faculty are regular faculty who are appointed to renewable terms and are eligible for rank advancement.
2. Visiting faculty are full-time faculty, as defined above and with the same responsibilities and privileges, but appointed for a limited term of years not to exceed three years and are not eligible for rank advancement. If visiting faculty are subsequently appointed to a regular faculty position, their time as visiting faculty is counted towards service as regular full-time faculty.
3. Interim Faculty are full-time faculty, as defined above and with the same responsibilities and privileges, but are emergency appointments to fill a sudden vacancy in a faculty position. They are appointed only until the position is successfully filled through a regular search process and are not eligible for rank advancement. If they are appointed to a regular faculty position, their time as interim faculty is counted towards service as regular full-time faculty.
4. Participating adjunct members of the faculty are educators who contribute beyond their teaching. They have a formal relationship with the institution that may include taking part in helping to shape and to monitor the effectiveness and delivery of the curriculum, participation in governance, and in advising students. Participating adjunct faculty are usually appointed for duties in established departments or schools of instruction.
5. Adjunct members of the faculty are educators who carry less than a full-time member of the faculty's full load for two semesters of any year. They do not receive salary during any term in which they do not teach, but they do participate in sick leave on a pro rata basis. Adjunct members of faculty teaching more than a half time load are required to sign a

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waiver acknowledging the excess load (*further research needs to be done on the legal ramifications of the waiver, accreditation implications and faculty review of adjunct who teach a full load. If valid we will need to determine how this is administered.*)

6. Deans, though teaching is not their primary responsibility, can hold faculty rank if the following conditions are met:
 - a They were selected through a search committee that includes all chairs of the departments in the dean applicant's school.
 - b They have been given rank of Full professor based on their application. Rank is recommended by the search committee and the personnel committee.
 - c They participate in the faculty salary structure.
 - d Their contract renewal conforms to the structure as regular full-time faculty.
 - e Deans holding faculty rank have full retreat rights into a faculty position upon the conclusion of their tenure as dean.

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B. Faculty Rank and Rank Advancement

Full-time faculty at Woodbury University may hold the rank of:

- Lecturer
- Senior Lecturer
- Assistant Professor
- Associate Professor
- Full Professor

Adjunct faculty hold the rank of Lecturer or Senior Lecturer.

1. The Faculty Personnel Committee, the Faculty Senate, and the Faculty Association regularly review the criteria for each rank. See Section VI for current rank criteria.
2. Newly appointed full-time faculty (regular, visiting and interim) have their credentials evaluated by the Faculty Personnel Committee who decide rank and level within rank.
3. Full-time faculty rank advancement: Current faculty who wish to apply for promotion shall submit an application to the Dean of Faculty at the beginning of the Spring Semester (see contract renewal and rank promotion submittal schedule at the end of this section). The Dean of Faculty will notify the chairs of the applicant's department, the Dean of the applicant's school and the Senior Vice President of Academic Affairs upon receipt. The application shall include:
 - a. A copy of the latest criteria for the rank for which the faculty member is applying.
 - b. An updated copy of the candidate's curriculum vitae and a detailed summative statement from the faculty member, linked to evidence provided in the application, showing how she or he meets each of the qualifications for that rank. The summative statement should also include an indication of the applicant's future directions in teaching and professional development.
 - c. Substantial evidence to validate the claims to teaching effectiveness, university service and professional development in the applicant's statement. (See section VI.C for complete description of requirements for rank advancement)
 - d. Other materials as requested by the Faculty Personnel Committee and approved by the Faculty Association.
 - e. Any other materials the applicant feels will be informative to the Personnel Committee.
 - f. Peer Review Requirements (See Section VII)
 - g. Signature Checklist For Application for Promotion (See form in Section VII)

The Faculty Personnel Committee evaluates the materials and sends their recommendations to the Senior Vice President of Academic Affairs for review who then forwards the recommendations to the President for approval. A letter is then sent to the applicant stating the results of the promotion process. All recommendations are sent on to the applicant with the decision letter.

- a. Newly appointed adjunct faculty have their credentials evaluated by the appointing department chair who decides rank and level within rank. Adjunct faculty at the rank of lecturer who seek advancement to the rank of senior lecturer should apply directly to the appointing department chair for consideration. An application should include an updated copy of the candidate's curriculum vitae, a detailed summative statement from the faculty member, linked to evidence provided in the application,

Section C – Personnel Policy

showing how she or he meets the qualifications for senior lecturer, and at least three letters of recommendation from university faculty familiar with the applicants work.

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C. Full time faculty contracts and contract renewals: Newly hired full-time faculty, whether regular, visiting or interim, shall normally be appointed for an initial one-year term, renewable twice for a total of three one-year terms. Faculty continuing beyond their initial three one-year appointments shall normally be appointed to renewable three-year terms, with exceptions for some full professors (see below). In exceptional cases initial appointments may be for a period longer than one year, subject to approval by the Faculty Personnel Committee. All full-time faculty shall be expected to hold at least a Master's degree or a terminal degree appropriate for the field in which they will be teaching. A few exceptions to the degree requirement may be made to obtain the expertise of some specialists or persons with outstanding backgrounds (see section V.D for conditions on hiring faculty without terminal degree requirements). The types of appointments, that may be granted, are as follows.

1. **One-year appointments:** These appointments will usually be granted to persons for their initial periods of service with the University, whatever their qualifications. One-year appointments may be renewable for no more than five times for regular faculty appointments, two times for visiting faculty appointments, and not at all for interim appointments.
2. **Three-year appointments:** These appointments will usually be granted to those who have satisfactorily served in three one-year appointments as judged by annual reviews of the personnel committee. Visiting professor contracts may be counted as part of the three (3) one-year contract appointments if the faculty have been reviewed by the personnel committee annually during their tenure as visiting faculty.
3. **Five-year appointments:** These appointments will usually be made for full professors whose continued work in teaching, professional development, service, and additional factors represent excellence.
4. **Contract renewal:** Newly appointed and continuing regular or visiting faculty who wish to apply for contract renewal shall submit an application to the Dean of Faculty. The Dean of Faculty will notify the Deans of the appropriate schools and the Senior Vice President of Academic Affairs upon receipt of all applicants. Current faculty applying for renewal of a one-year or their first three-year contract shall submit their package to the Dean of the Faculty at the beginning of the spring semester. Current Faculty applying for continuing three-year contracts or five-year contracts shall submit their package to the Dean of the Faculty by October 1. The contract renewal package will include
 - a A cover letter requesting contract renewal and specifying the type of contract for which the applicant is eligible to apply.
 - b An updated copy of the candidate's curriculum vitae
 - c A reflective formative self-evaluation comprised of three sections outlined in the Promotion Policy: Teaching Requirements, University Service Requirements, and Professional and Scholarly Requirements. The self-evaluation must cover accomplishments and achievements in these areas as well as areas for further development and growth. Part of the purpose of the self-evaluation is to ensure that candidates who will become eligible for promotion are making progress toward it; therefore, candidates should refer to the Promotion Policy for explanation of these categories. The narrative for each section must not exceed 500 words.
 - d A Performance Review from the appropriate department chair and a letter of recommendation from the appropriate Dean. If the applicant is a chair, the Dean of the school will select another chair to write a recommendation letter in addition to the Dean's letter. If the applicant is a librarian they will receive a performance review from the director of the Library and a faculty member from their subject specialty. The Director of

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the Library will receive a performance review from the VPAA. This document includes a statement as to the recommendation of that chair and dean.

A detailed description of the Performance Review and the process involved may be found in section IV.C.1.

- e Course evaluations for all courses prior to the contract renewal request. Copies of course evaluations are held in the office of Academic Affairs.
- f Whatever other materials the applicant feels will be informative to the Personnel Committee.

The Faculty Personnel Committee evaluates the materials and sends their recommendations to the Senior Vice President of Academic Affairs for review who then forwards the recommendations to the President for approval. A letter is then sent to the applicant stating the results of the promotion process. All recommendations are sent on to the applicant with the decision letter.

D. Contract Renewal Package Submittal Schedule

- | | | |
|---|------------------------------------|--------------------------------|
| a | 1-year renewal packages – | First day of Spring semester |
| b | First 3-year renewal packages | First day of Spring semester |
| c | Continuing 3-year renewal packages | October 1 of academic calendar |
| d | 5-year contract renewal packages | October 1 of academic calendar |

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II. Conditions of Appointment

A. Definition of Teaching Year

Full-time and participating adjunct faculty as appointed by the teaching year. The teaching year, to which basic salaries apply, shall be two semesters teaching full time. The start of the teaching year will be one week before classes start ending the days grades are due in the spring semester. Adjunct faculty are appointed by the semester or term, beginning with the first day of class and ending on the day grades are due.

B. Faculty Pay Periods

Salaries for full-time and participating adjunct faculty shall be paid in twenty-four (24) semi-monthly installments. Salaries for adjunct faculty are paid every two weeks during the term in which they are teaching. All payments are made beginning with the first full pay-period after the start of classes and contingent upon receipt of all substantiating employment documents have been received (see paragraph F below.)

C. Teaching Load

The normal teaching load for full-time faculty shall be 12 units of lecture, or the equivalent, per week. For the purposes of equivalency, 1 unit of studio/lab equals 1.5 units of lecture, assuming that all studio/lab 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 department chair. Participating adjunct and adjunct teaching loads shall not exceed 12 units (or equivalent) in a semester and 21 units (or equivalent) in an academic year, excluding summer term employment.

D. Office Hour Availability Requirements

1. All full-time and participating adjunct faculty members shall post and keep one office hour for every 4 units of course time per week during which they will be available for consultation with students.
2. Though not required part-time adjunct faculty members may keep office hours on a similar basis proportionate to their teaching loads. Adjunct faculty must be available to students for course questions via email or phone.
3. Advising faculty members shall post and keep additional office hours during advising and registration necessary to accommodate student advising load.
4. Faculty with administrative responsibilities shall post and keep an additional one hour to accommodate student administrative needs.
5. Posted hours shall reasonably reflect the hours most convenient for the students.

E. Committee and Meeting Requirements

1. Full-time faculty will be expected to serve on at least one standing faculty or administrative committee.
2. Adjunct faculty may be requested from time to time to serve on a committee when their experience and expertise may be of special benefit to the committee or to the University. Expectation of adjunct faculty to serve on University and administrative committees is dependent on availability of adjunct faculty's schedule and will include administrative compensation for the additional service. Committee conveners will

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administer compensation based on adjunct salary hourly rate. Faculty may volunteer themselves for election or appointment to any of the standing committees of the Faculty Association or for service on ad hoc committees.

3. Participating adjunct faculty member's university and committee responsibilities will be stipulated in their letter of appointment.
4. All full-time and participating adjunct faculty are expected to attend departmental, school and University faculty meetings. Adjunct faculty are welcome at all such meetings as well.

F. Official Transcript and Employment Documentation Requirement

Initial and continued employment is contingent upon substantiating official transcripts, satisfactory references, required documentation (W-2 and I-9), and employment history, and no one will be continued who has been, or is, disqualified by any educational institution for cause. The Faculty Personnel Committee should immediately consider all cases involving the above questions or matters of non-accredited degrees. The above statement concerning accredited degrees does not preclude the hiring or retention of specialists or persons of outstanding backgrounds.

G. Faculty Serving in Administrative Capacity Equivalency and Compensation

If a member of the full-time faculty shall also serve in an administrative capacity, adjustments in his or her compensation and teaching load shall be worked out in accordance with a policy prepared and published by the President of the University. Such policy shall be compatible with the principles set forth herein.

H. Letters of Appointment

1. Letters of Appointment for full-time faculty shall be prepared in two copies, one of which should be retained by the faculty members and the other returned to the President of the University with an endorsement showing whether or not a faculty member accepts its terms. Upon receipt, the President will sign the letter of appointment and have a copy placed in the faculty member's file in the Office of Academic Affairs. A Letter of Appointment shall contain all the terms of employment set forth, either explicitly or, where appropriate, by reference to this statement of personnel policy, or to other University documents available to the faculty.
2. Letters of appointment for adjunct faculty are sent to the faculty before the start of each term. The Letter of Appointment shall contain all the terms of employment set forth, either explicitly or, where appropriate, by reference to this statement of personnel policy, or to other University documents available to the faculty. Appointment of adjunct faculty is subject to enrollment.

I. Stipulations on Outside Activities

For full-time faculty, outside activity that contributes to professional maintenance or advancement and community advancement is generally acceptable, but employment by other educational institutions or other institutions that results in reduced performance at Woodbury will be precluded. Faculty are required to declare outside activities during their annual update as stipulated in section IV.C.2

J. Faculty Seniority

Faculty seniority is determined by the following criteria

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administer compensation based on adjunct salary hourly rate. Faculty may volunteer themselves for election or appointment to any of the standing committees of the Faculty Association or for service on ad hoc committees.

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4. All full-time and participating adjunct faculty are expected to attend departmental, school and University faculty meetings. Adjunct faculty are welcome at all such meetings as well.

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- a Rank
- b Years in rank at Woodbury
- c Years in rank
- d Years at Woodbury

If there is a tie based on rank, then the next criterion would be years at Woodbury and so forth down the list. Seniority is used to determine allocation of office space and other similar issues where objectivity is better than subjectivity, as the latter may lead to decrease in morale.

III. Conditions of Appointment for Faculty with Administrative Responsibilities (TBD – 3/2006)

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IV. Faculty Evaluation

A. Woodbury University's Understanding of Faculty Evaluation

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 in 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 other competence, scholarship, and service. An evaluation that is formalized as a serious commitment to the University is a way of institutionalizing and protecting this right. Evaluation is not a matter of sanction but rather an invitation to further development.

B. Evaluation as a Shared Responsibility

The University recognizes the unavoidable sensitivity in any system of accountability. But the University also accepts the need to formalize some kind of assessment of performance and scholarship that documents the information needed in decision-making for retention of the faculty and for continued professional development. Not to maintain a systematic method of collecting personnel data is irresponsible and increases the possibility of arbitrary decisions.

The University is aware of the difficulties inherent in assessing performance in the professions of teaching and scholarship. It is, therefore, appropriate that the assessment of performance be based on the most complete body of information obtainable.

Assessment of faculty is not only within the domain of administrative decision-makers, but also is the responsibility of everyone in the University --self, students, colleagues, and administrators. (A system of student evaluation of faculty is already in place.)

C. The Responsibility of the Faculty Member in Evaluation

The evaluation of professional performance must allow for the individuality of the person being assessed. For this reason, the primary responsibility for assembling and presenting data about performance and professional development rests with the individual faculty member. In addition to assessment of faculty for contract renewal and rank advancement the means of transmitting this information is the annual update, a document of self-evaluation and personal planning. This annual report on professional accomplishment includes:

1. Performance Review

In the Fall Semester of the last year of a three- or-five year contract, or in the Spring Semester of a one-year contract, full-time faculty are required to have a Performance Review with the department chair, or in the case of department chairs a Performance Review by their respective deans. In addition, faculty may request a review at any time (not to exceed one per year). The review must be parallel to all of the criteria for rank promotion. The reviewer is responsible for writing the performance review, which must be signed by both parties. The faculty member under review has the right to append a statement. A copy of the final review document is to be submitted to the Office of Academic Affairs for placement in the permanent file.

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2. Annual Update

Each year, on or before the beginning of the Spring Semester, each full-time faculty member must submit to their department chair or dean in the case of department chairs an Annual Update for the prior calendar year (January through December). This update consists of a listing of all activities delineated as rank criteria in the Faculty Handbook. This should include teaching, professional development, and community service. The person in receipt of the annual update will distribute copies to the Dean of the appropriate school and the Office of Academic Affairs.

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V. Policies for Appointments, Reappointments, Promotions, Assignments, Terminations and Dismissals for Cause

A. Personnel Committee Review of Full-time Faculty

The Faculty Personnel Committee shall review and evaluate the performance and qualifications of all persons under consideration for full-time faculty appointment and reappointment and report its recommendations to the President.

B. Full-time faculty Search Policy

Actions on full-time one-year and three-year appointments will be initiated by the appropriate department, school, or the Senior Vice President of Academic Affairs. Positions will be advertised regionally or nationally, as determined by the Senior Vice President of Academic Affairs, the appropriate dean and departmental faculty. Advertisements will clearly indicate the responsibilities of the position, the minimum credentials for holding the position and the nature of Woodbury University's contract system (i.e., non-tenure granting).

Schools shall use search committees to evaluate candidates for full-time positions. Search committees shall be established by department heads for faculty appointments and by deans for department chair appointments. Search committees for deans that will have faculty status will be established by the Senior Vice President of Academic Affairs and will include the department chairs of the school. Criteria for deans with faculty rank must include qualifying for faculty rank according to the conditions below. Chairs of search committees will be determined within the committee.

The Senior Vice President of Academic Affairs will carry the committee's recommendation to the Faculty Personnel Committee, which then evaluates the candidate for placement at rank and level. The Senior Vice President of Academic Affairs forwards the completed recommendation to the President for final approval.

C. Personnel Committee's review of Full-time Faculty Search Committee decisions

In considering the nomination of a person to be appointed for the first time, the Faculty Personnel Committee shall determine that the search committees have reasonably observed the principles of non-discrimination, that all conditions for faculty appointment have been met, and will establish the rank and years of service of the candidate to be appointed. Search committees should maintain in their records names of all persons who were nominated or who applied for a vacancy, and such records should show for each unsuccessful candidate a brief statement of the reason or reasons why he or she was not selected.

D. Faculty Educational Degree Requirements

Applicants for full-time appointments must have a doctoral degree or an appropriate terminal degree at the time of hire. Candidates in process of completing the required doctoral or terminal degree may be conditionally hired and placed at the rank of lecturer, pending timely completion of degree requirements. In a field in which there may be no standard terminal degree recognized, deans or chairs of the related department may submit appropriate documentation to the Faculty Personnel Committee that:

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1. demonstrates the absence of a professional standard for terminal degree at comparable institutions, and;
2. the candidate for appointment shows a substantial body of work that includes all of the following:
 - a. demonstrates the application of professional or theoretical knowledge in that discipline
 - b. demonstrates substantial contribution to a body of knowledge in that discipline
 - c. has been peer-reviewed by regionally or nationally recognized organizations

Upon employment, the University, in conjunction with the applicable search and personnel committees, either agrees that the faculty member has the appropriate degree to qualify for future rank advancement, or the University must stipulate in writing what additional degree is required for future rank advancement. If the University fails to send such a letter, it is assumed that the candidate's degree is the appropriate terminal degree.

E. Criteria for Evaluating Faculty for reappointment

In evaluating an individual for reappointment, the Faculty Personnel Committee shall carefully weigh his or her performance against the following criteria:

Teaching and Advising

1. Excellence in teaching, evaluating and counseling students
2. Objective studies or comparisons such as student ratings and other quantitative criteria as may be desired.
3. Conscientious observance of the standards of professional ethics

Professional and Scholarly Activities

4. Competence in a field of knowledge or professional practice and its importance to teaching
 5. Achievements in demonstrating intellectual or creative ability and its importance to teaching
- University Service
6. Conscientious performance of University duties as outlined in Conditions of Appointment

F. Deadlines for notification of non renewal of appointment

The Faculty Personnel Committee shall conduct its reviews and evaluations of individuals under consideration for reappointment in sufficient time that the committee may give the President notice of the committee's action at least one month prior to the deadline for notification of those who will not be re-appointed.

Full-time faculty shall normally receive notification in writing of the terms and conditions of renewed appointments no later than the eighth week of the term for those on special appointments and no later than the first day of the third month prior to the expiration of their appointments for all others. In addition, full-time faculty on three-year appointments shall normally receive notice in writing of adjustments in their salaries and benefits, if any, no later than the first day of the third month prior to August 15, which is the beginning of the academic year. Cost-of-living adjustments to the Faculty Salary Schedule will normally be made in January of each academic year. A copy of the current salary schedule is attached at the end of this document.

Those who will not be re-appointed should receive notification of that fact in writing no later than the dates specified in the following schedule:

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1. For those on special appointments, before the eighth week of the term for which their appointments are effective;
2. For those on annual appointments who are in the first year of such appointments, at least three months in advance of the expiration of their appointments;
3. For those on annual appointments who have served longer than one year, at least six months in advance of the expiration of their appointments.

G. Faculty appeal of personnel decisions

The Faculty Personnel Appeals Committee may review actions regarding rank promotion, contract renewal, and sabbatical leave when requested to do so by an applicant for any of those three decisions.

1. While this committee has access to all of the information provided to the Faculty Personnel Committee, it is not the purpose of this committee to merely repeat the process undertaken by the Personnel Committee and arrive at its own conclusion.
2. This committee will hear a representative of the Faculty Personnel Committee (selected by the Faculty Personnel Committee) and the appellant (and their chosen representative from the Woodbury community, if they so desire).
3. Appeals procedural timeline
 - a. The appellant makes a written request for an appeal to the Appeals Committee within 10 business days from the date of written notification.
 - b. Within 5 business days from receipt of the appellant's request, the Appeals Committee informs the appellant of a hearing date to be scheduled within 10 business days.
 - c. The Appeals Committee will determine the length and number of meetings necessary to hear the case. There will be a written recommendation issued to the President of the University and to the appellant by the Appeals Committee within 10 business days of the initial hearing.

H. Termination of Faculty

1. Non-renewal of contract according to the policies and standards set forth above.
2. Termination without prejudice: The University may also not renew a faculty member's contract without prejudice to their reputations because of decisions to curtail or abandon a program or programs because of financial exigency provided that:
 - a. The Faculty Association and its appropriate committee or committees have been consulted with due process about the questions of educational policy involved in the curtailment or abandonment of a program or programs or;
 - b. The Board of Trustees shall formally declare that a bona fide condition of financial exigency exists and shall present evidence of such financial exigency to the Executive Committee of the Faculty Association.

Before terminating an appointment for such reasons, the University shall make every

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effort to place any affected faculty member in other areas in which they can offer evidence of professional preparation.

If in the extraordinary event that an appointment is terminated for such reasons before the end of a contract period, the University shall not fill the concerned faculty member's place within a period of two years unless the released faculty member has first been offered the position and has had a reasonable time to accept or reject the offer.

I. Dismissal of Faculty prior to expiration of appointment

The University may dismiss a faculty member for cause before the expiration of his or her appointment only on the following grounds:

1. Incompetence;
2. Neglect of duty or other good cause;
3. Personal conduct that indicates an unfitness for association with students or for the instruction of students; or
4. Flagrant or repeated conduct contrary to University regulations or conduct which is intended to prevent or which directly incites others to prevent anyone from performing his or her duties or from carrying on his or her lawful business with the University.

J. Procedure for dismissal of faculty prior to expiration of appointment

The following procedure shall be followed in any action to dismiss a faculty member for cause before the expiration of his or her appointment.

1. The President of the University shall give written notice of the proposed action and the reasons therefore to the faculty member concerned, either in person or by registered mail to his or her last known address. At the same time, the faculty member shall be given information in writing about any regulations that he or she is charged with violating and informed of his/her right to appeal to the Termination for Cause Committee, an ad hoc committee of the Faculty Association.
2. If the faculty member desires a hearing by Termination for Cause Committee, he or she shall submit a written request for a hearing to the Dean of the Faculty and to the President of the University within fourteen days of notification of the action.
3. The faculty member shall designate one member of the Termination for Cause Committee while the Executive Committee of the Faculty Senate shall designate the other two members, all of whom are faculty at Woodbury University. These members shall meet promptly to elect a chair and to set a time and place for the hearing. The time of the hearing shall not be less than fourteen days from the date of written request of the faculty member
4. No hearing shall be held unless the faculty member concerned files a request for a hearing and presents his or her answer to the University's charges within the specified time.

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5. If requested as described above, the hearing shall be held at the specified time and place and conducted, subject to the following procedures:
 - a. The faculty member concerned shall have the right to be present at all times when evidence is being presented or oral argument is being made, and he or she shall have the right to confront any and all witnesses against him.
 - b. The faculty member concerned may be assisted and represented by counsel of his or her choice. The University may be represented by the Senior Vice President of Academic Affairs, or the chairman/dean of the division/school affected, and/or by counsel who shall also have the right to be present whenever evidence is being presented or oral argument being made.
 - c. The hearing need not be conducted according to technical rules of evidence. Any pertinent oral or documentary evidence may be received but the committee shall, as a matter of policy, provide for the exclusion of irrelevant and unduly repetitious evidence. The faculty member concerned and the University may submit oral or documentary evidence, rebuttal evidence, and oral and written argument on the evidence and on the merits of the case; both sides may inspect documentary evidence offered by the other; and both sides may conduct such cross-examination of witnesses as may be required to obtain a full disclosure of the facts.
 - d. The hearing committee shall use its good offices to assist any interested party to obtain the testimony of witnesses capable of giving pertinent evidence or documents relevant to the matter. Particularly in cases where neglect of duty has been charged, the committee shall hear testimony from faculty membership in the same field of scholarship and teaching, either at Woodbury University or at other institutions.
 - e. A full stenographic or electronic recording of the hearing shall be maintained and made available only to the parties directly concerned.
 - f. There shall be no disclosure by the hearing committee or by any of its members of the evidence received during the hearing nor of the deliberations of the committee, except as follows:
 - i. At the conclusion of the hearing, as promptly as is consistent with proper deliberation, the committee shall formulate its findings based upon substantial evidence and its recommendations.
 - ii. The committee shall file with the President of the University a written statement of its findings and recommendations, including stenographic or electronic records.
 - iii. The committee shall deliver to the faculty member concerned a written statement of its findings and recommendations.
 - g. Thereafter, the President of the University shall review the committee's findings and recommendations and, in light thereof, shall make final disposition of the case.
6. Whenever dismissal actions are in process, the faculty member concerned may be suspended from the performance of his or her University duties pending the hearing if

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immediate harm to him or herself or to others is threatened by the continued performance of those duties. Such suspension shall be without loss of salary.

7. Whenever, for reasons of vacation or unforeseen complications, variations in these procedures become necessary, such variations shall be adopted only after mutual agreement of all parties concerned and shall be in writing.

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VI Faculty Rank

A. Minimum Faculty Rank Requirements

The minimum requirements for each faculty rank are as follows.

1. Education

- a. *Lecturer*: Masters' degree from an accredited institution.
- b. *Senior Lecturer*: Masters' degree from an accredited institution.
- c. *Assistant Professor*: A terminal degree from an accredited institution.
- d. *Associate Professor*: A terminal degree from an accredited institution.
- e. *Full Professor*: A terminal degree from an accredited institution.
An equivalent of accomplishment, as defined in item V-C of the Faculty Personnel Policy, may substitute for any degree listed above.

2. Teaching Experience

- a. *Lecturer*: No teaching experience is required.
- b. *Senior lecturer*: A minimum of six years successful part-time teaching is required. A minimum of three of these years must be with a Masters' degree.
- c. *Assistant Professor*: No teaching experience is required.
- d. *Associate Professor*: A minimum of six years successful full-time teaching is required. A minimum of three of these years must be with a terminal degree.
- e. *Full Professor*: A minimum of eleven years successful full-time teaching is required. A minimum of three of these years must be with a terminal degree.

3 Teaching Equivalency

For those who have not been on full-time contracts, part-time teaching experience may be counted according to the equivalents given below. A maximum of one calendar year of teaching experience will be credited for each calendar year taught.

6 semester courses	= one year teaching experience
9 quarter courses	= one year teaching experience (1.5 quarter units = 1 semester unit)
3 semester-unit studio course	= one 3-unit semester course
6 semester-unit studio course	= two 3-unit semester courses

For those who have related business or professional experience, three years of relevant experience may, upon recommendation of the search committee and at the discretion of the Faculty Personnel Committee, be credited for one year of teaching experience, to a maximum of three years of teaching-experience equivalent.

B. Rank as determined by ideals of a teaching scholar

Further distinction among ranks is made by evaluating the candidate's potential or progress toward achieving or fulfilling the ideals of a teaching scholar. Teaching scholars should be recognized scholars in their fields, should serve as role models for junior faculty, and should fulfill

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the requirements of all three categories listed below (C through E) to this level of achievement. The distinction among ranks is as follows:

3. The *Lecturer* shows potential toward achieving the ideals of the teaching scholar.
4. The *Senior Lecturer* demonstrates accomplishment in achieving many of the ideals of the teaching scholar.
5. The *Assistant Professor* shows potential toward fulfilling the ideals of the teaching scholar.
6. The *Associate Professor* demonstrates significant progress toward achieving the ideals of the teaching scholar.
7. The *Full Professor* demonstrates the highest level of fulfillment of the University's ideals of the teaching scholar.

C. Teaching Requirements

Teaching Evaluation: The teaching scholar demonstrates the highest level of teaching skills. Documentation in support of the applicant's teaching skills must include the following:

1. Student evaluations from all classes taught since the applicant's last promotion
2. Additional documentation may include reviews, recommendations from colleagues, outcome evaluations, independent assessment of student work, or other similar items.
3. Academic commitment: The teaching scholar demonstrates a commitment to the academic process at the university. Documentation in support of the applicant's academic commitment should include descriptions of instructional activities that are beyond those generally required and have occurred since the applicant's last promotion. Such activities may include:
 - a Development of new courses or curricula
 - b Development of new methods of teaching
 - c Development of a series of field trips
 - d Development of instructional materials above those generally required
 - e Development of other significant pedagogical activities
4. Teaching Development: A demonstration of enhanced performance in the classroom. Documentation in support of the applicant's enhanced performance may include descriptions of how the activities listed below have improved the classroom experience or improved the applicant's skills as a teaching scholar. Only those activities having occurred since the applicant's last promotion are considered.

Note the distinction between this category and category E, Professional and Scholarly Requirements. Category E focuses on professional and scholarly activities the applicant has completed, whereas this category is for describing how those activities have enhanced the classroom experience.

Professional activities

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the requirements of all three categories listed below (C through E) to this level of achievement. The distinction among ranks is as follows:

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4. The *Senior Lecturer* demonstrates accomplishment in achieving many of the ideals of the teaching scholar.
5. The *Assistant Professor* shows potential toward fulfilling the ideals of the teaching scholar.
6. The *Associate Professor* demonstrates significant progress toward achieving the ideals of the teaching scholar.
7. The *Full Professor* demonstrates the highest level of fulfillment of the University's ideals of the teaching scholar.

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- a Educational activities, including organized self-study, independent research, or attendance at conferences or workshops
- b Scholarly activities, including those leading to publication or presentation
- c Creative endeavors, including presentation or publication of works of art or design

D. University Service Requirements

The teaching scholar shows consistent leadership in areas central to the mission and functioning of the university and commitment to higher education as a profession. Documentation in support of these activities may include the following:

1. Serious involvement in Faculty Association and university committees "Serious" involvement implies participation beyond minimum Faculty Association requirements. This could include additional committee assignments beyond the minimum required, chairing committees, or serving as an officer or senator of the Faculty Association.
2. Representing the faculty on university committees
3. Advising a student organization or active participation in other student activities (not just attendance at these activities)
4. Active participation in Woodbury faculty development activities, University initiatives, or community functions (not just attendance at these functions)
5. Participation in community, civic, service, or charitable organizations

E. Professional and Scholarly Requirements

The teaching scholar demonstrates professional growth. These are activities that go beyond those related to the classroom or to teaching skills. Instead, they demonstrate that the applicant is actively working to contribute to his profession and to establish a "presence" in his or her field.

Listed below are three areas of activities that contribute to professional growth and accomplishment. Although fulfilling all three, or even two categories is not required, it is expected that the teaching scholar demonstrate a breadth and depth of activity, showing serious accomplishment and committed involvement. In some cases, a specific activity or accomplishment may have the attributes of more than one category.

To demonstrate that the professional development is an ongoing pursuit, only activities that have occurred or have been completed since the applicant's last promotion may be included.

1. Serious involvement in professional and/or educational associations
This could include serving as an officer in a professional or educational organization, an editor for the organization's journal, or participating in the organization of a conference. "Serious" implies that you are committed to these services by active and extended participation.
2. Scholarly activities leading to publication or presentation
This category includes publication of books, articles in journals, and presentations in professional, educational, or public settings that present research or other scholarly activities.
3. Creative endeavors and presentation or publication of works of art or design
This category includes activities that lead to the production and presentation of works of art

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(including film and design) and performances (performing arts). Documentation should include representative samples and professional recognition of the work.

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VII. Promotion Peer Review Requirements

To assure that candidates for promotion in rank present the best possible case to the Personnel Committee, formative reviews (discussions that provide constructive feedback) will be conducted so that candidates can improve their applications and be alerted to any shortfalls prior to submitting their promotion materials. Therefore, applicants for promotion must complete the following:

1. Solicit the advice of at least two members of the faculty of the rank they are seeking, preferably faculty within their own department or school with experience on the Personnel Committee. The candidate must present these faculty members with his or her promotion portfolio and give them sufficient time to review the materials and discuss them with the candidate. The candidate must then obtain the signatures of both these faculty members on the form below. The signatures are acknowledgments, not endorsements.
2. Notify their department chair and dean (or dean only in the case of a department chair) of her or his decision to seek promotion. The candidate must then obtain the signatures of the dean and chair on the form below. The signatures are acknowledgments, not endorsements.
3. Secure at least two letters of recommendation from Woodbury faculty and at least one letter from non-Woodbury faculty acquainted with their educational or professional work. Ideally, these faculty should be of the rank that the candidate is pursuing. The letters of recommendation should directly address criteria outlined in the Promotion Policy. Additional letters from administrators and/or professionals knowledgeable of the candidate's work may also be included. Letters of recommendation may be solicited from one's department chair and/or dean, but failure to seek such a letter will not be prejudicial to the candidate's application.
4. See next page for copy of Promotion Peer Review signature sheet

Signature Checklist for application for promotion

Formative review by faculty: We the undersigned have reviewed the candidate's promotion materials and met with her/him to discuss these materials.

1) _____ Date
Faculty Signature

Printed Name

2) _____ Date
Faculty Signature

Printed Name

Notification of chair and dean: We the undersigned have been notified of the candidate's intention to apply for promotion this academic year.

1) _____ Date
Chair's Signature

Printed Name

2) _____ Date
Dean's Signature

Printed Name

Names of references, Woodbury faculty

1) _____

2) _____

Name of reference, non-Woodbury faculty

1) _____
Name Institution

VIII. Benefits and Leaves of Absence

- A. Reference Statement to University Policy and Procedures:**
Woodbury University faculty have the same benefits as all other employees of the institution. These are described in detail in *the University Policy and Procedures Manual*.
- B. Adjunct Sick Leave:**
Adjunct faculty shall accrue sick leave on a proportionate basis, (one class per term per course). A substantiating physician's statement is required in case of illness or disability of more than one week.
- C. Sabbatical Leaves:**
Sabbatical leaves for full-time faculty may be provided for purposes that serve the interests both of the faculty and the University; namely for the professional growth and intellectual enrichment of the faculty and for the improvement of courses and programs of study of the University.
1. The number of sabbatical leaves each year will be governed by the availability of funds.
 2. Appointments of sabbatical replacements will not be made for persons who are on leave for one term, except as the needs of the University require.
 3. A full-time faculty member will be eligible to apply for a sabbatical leave after six years of full-time service. Time to be counted for eligibility will begin on the first day of the academic year in which a faculty member has been appointed. Time spent in leaves of absence without pay will not count toward eligibility for sabbatical leave.
 4. Each eligible candidate must submit a request for sabbatical leave to the Dean of Faculty no later than the first day of September of the year prior to the academic year in which his or her leave will occur. The Dean of Faculty will forward copies of the request to the appropriate Dean of the school and the Senior Vice President of Academic Affairs. Requests must include a detailed statement of the purpose of the leave, a plan for study or professional activities during the leave, and an estimate of what will be achieved.

The Faculty Personnel Committee evaluates the materials and sends their recommendations to the Senior Vice President of Academic Affairs for review who then forwards the recommendations to the President for approval. A letter is then sent to the applicant stating the results of the. All recommendations are sent on to the applicant with the decision letter by November 1.
 5. Sabbatical leaves may be granted for one semester with full pay or two

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semesters with one-half pay, or a sabbatical may consist of a one-year half-time appointment with full pay.

6. Since sabbatical leave is granted for the benefit of the University as well as for the benefit of the individual, the recipient of a sabbatical leave shall obligate him- or herself to return to the University for a period of at least one full academic year after the leave and to submit a written report to the President summarizing activities and achievements while on leave.

D. Leave of Absence:

A full-time faculty member may apply for a leave of absence without pay. A leave without pay may be granted for up to one year and should be requested by the first day of December, whenever possible, prior to the academic year in which the leave is desired. Such a leave will be granted only under the following conditions:

1. The purpose of the leave will benefit the University as well as the faculty member, or is for exceptional personal needs.
2. The responsibilities of the faculty member can be covered in a manner acceptable to both the academic program and the University.
3. The faculty member at his or her own expense may continue payment for some fringe benefits as allowed by the benefit program.

It is the responsibility of the faculty member to:

- a. Document to the University the value of the proposed leave.
- b. Discuss with the department chair or dean the feasibility of adequate coverage of his/her responsibilities.
- c. File with the Senior Vice President of Academic Affairs a written recommendation from the department chair or dean in support or non-support of the leave.

The condition of the leave and the future relationship of the faculty member to the University shall be set down in writing and signed by the Senior Vice President of Academic Affairs and the faculty member requesting the leave.

The Senior Vice President of Academic Affairs shall discuss the proposed leave with the faculty member and the appropriate department chair or dean, add his/her written recommendation to the file, make the final decision and inform the Faculty Personnel Committee of that decision. The Senior Vice President of Academic Affairs will submit the proposal for final approval to the President as part of the budget planning for the following academic year.

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E. Faculty Attendance to Professional Meetings and Activities

The University through its departmental budgets shall endeavor to provide assistance for full-time faculty to attend appropriate professional meetings and other activities where the desirability of attendance has been determined by the relevant department chair and dean to be in the interests of the University and where the member's absence will not be a serious detriment to the educational process.

For those wishing only to attend such meetings, the University may pay one-half the transportation costs by the most economical feasible means and one-half the per diem cost for two days attendance at the meeting. For those who are participants in or contributors to sessions of a professional meeting, the University may pay the full transportation costs by the most economical feasible means and full per diem for two days, depending upon funding limits established in departmental budgets. The amount of any assistance received from other sources may be deducted from the amount that would otherwise be advanced by the University.

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The condition of the leave and the future relationship of the faculty member to the University shall be set down in writing and signed by the Senior Vice President of Academic Affairs and the faculty member requesting the leave.

The Senior Vice President of Academic Affairs shall discuss the proposed leave with the faculty member and the appropriate department chair or dean, add his/her written recommendation to the file, make the final decision and inform the Faculty Personnel Committee of that decision. The Senior Vice President of Academic Affairs will submit the proposal for final approval to the President as part of the budget planning for the following academic year.

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IX. Retirement Policy

There is no designated age at which retirement becomes mandatory. However, appointments made after a faculty member has reached his/her sixty-fifth birthday shall not extend beyond the end of the academic year in which he or she shall attain the age of seventy. Thereafter, appointments will be renewed for one year at a time only and are subject to the recommendations of the chairman of the department or dean of the school, the Faculty Personnel Committee and the approval of the President of the University.

Phased Retirement

Phased retirement is not an employee entitlement; it is voluntary for both the University and the employee, and all the terms or arrangements (including expectations for teaching, advisement, and other normal faculty duties) will be mutually agreed upon and documented. Phased retirement may be available to faculty members who are at least 59 years of age and have been employed at the university full-time for at least ten years. All other employment contracts with the university are void at the time one initiates a phased retirement contract, and participants retire at the end of the agreed upon period.

Phased retirement allows for no more than half of a full-time load for the normal contractual year for a period of one to five years, with the amount of load and length of service to be negotiated as part of the contract. Participants may not increase their teaching load after the initial agreement is made. Persons in phased retirement receive full-time benefits (to the extent permissible by law, regulations of the benefit carrier, and the Internal Revenue Code) and a salary proportionate to their full-time salary and the percent of service load negotiated. Salary increases for which the individual would have qualified as a full-time faculty member will be provided at the proportional rate in effect at the time such increase would ordinarily be granted. During the period of phased retirement the faculty member retains all rights, privileges and responsibilities of a full-time faculty member, except that eligibility for sabbaticals and paid leaves (other than sick leave and vacation, if applicable) is relinquished.

Exceptions and Disclaimers

The University retains the right to allow exceptions to the Phased Retirement program. The program may be reviewed, modified or terminated at any time without affecting already existing arrangements. Participation in the Phased Retirement plan does not confer any additional employment rights upon the participant.

Procedure

1. An individual desiring to initiate phased retirement will submit a written request through her or his Dean or unit head to the Vice President of Academic Affairs no later than October 1 of the intended final full-time contract year.
2. The Dean or unit head will consult with the department head and others as appropriate to evaluate the request in terms of planning, personnel needs, support requirements, and other pertinent factors.

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3. The Vice President of Academic Affairs will review the proposed agreement terms with the Director of Human Resources or her/his designee for benefit and program review.
4. The Vice President of Academic Affairs will approve, not approve, or suggest a modification to the recommendation, and present the recommendation to the President for approval.
5. The Vice President will report the President's decision to the Dean or unit head, the Director of Human Resources, and to the person submitting the request.
6. All terms and conditions will be stipulated in writing and signed by the applicant and the President. As with all contracted positions, continued satisfactory performance is expected.

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X. *Grievance Procedure*

- A. Grievances of the faculty are the responsibility of the Faculty Personnel Appeals Committee, the Termination for Cause Committee, and the Executive Committee of the Faculty Association. Those grievances pertaining to denial of promotion, non-reappointment, termination or dismissal for cause, are outlined above. All other grievances such as those having to do with salaries, assignments of teaching duties, assignment of space and other facilities, and propriety of conduct shall be covered by the procedures that follow.
- B. If any faculty member feels that he/she has cause for grievance in any matter other than denial of promotion, non-reappointment or dismissal, he/she may petition the Executive Committee for redress.
- C. The petition shall set forth in detail the nature of the grievance and shall state against whom the grievance is directed. It shall contain factual data, which the petitioner deems pertinent to his/her case, and shall indicate whether the petitioner will rest his case on the data submitted or wishes a hearing before the committee.
- D. If the petitioner indicates that he/she will rest the case on the data submitted with the petition, the committee may, after weighing the evidence.
 - 1. Determine that no justifiable case exists for a grievance and so inform the petitioner;
 - 2. Seek to bring about a settlement of the issue, which will be satisfactory to both parties;
 - 3. Determine that a settlement within the scope of its authority and responsibility is not possible or appropriate and report its findings and recommendations to the President of the University through the appropriate administrator and to the petitioner.
- E. If the petitioner requests a hearing the procedures set forth above shall be followed.
- F. The final decision in grievance matters rests with the President of the University and the Board of Trustees. The final decision will be in writing and will be directed to the Executive Committee and to the parties involved in the grievance.
- G. All hearings and/or interviews pertaining to the grievance shall be private unless requested in writing by all parties to the complaint that they be held in public and that such request is unanimously approved by the committee.
- H. Any person accused of unethical conduct shall be given the opportunity to answer all accusations. The person charged shall have the right to confront witnesses, to present evidence in his/her own behalf, and to be represented by advisors of his/her own choice.
- I. When the above procedures are deemed by the Executive Committee to be inappropriate to a given complaint, the committee may modify the procedures provided the modifications are mutually agreeable to the parties to the complaint.

Appendix A – Academic Program Elimination

Woodbury University
Academic Program Elimination
Approved by the cabinet and president (08/25/05)

An academic program may be eliminated for many reasons, including change in university or school mission, low enrollments and lack of resources. The following procedure should be followed in the case of eliminating an academic program.

1. WITH DUE CONSULTATION WITH FACULTY AND OTHER AFFECTED MEMBERS OF THE COMMUNITY, the Dean of the appropriate school or the administrative head of the department in which the program is housed will notify the Chief Academic Officer in writing of the intent to develop a Program Elimination Proposal. The Chief Academic Officer will notify the President.
2. Under the supervision of the administrative head of the department in which the Program is housed, a Program Elimination Proposal is developed, which shall include The following:
 - a. A five-year summary of program enrollments (number of majors and number of graduates), course section enrollments, number of full-time faculty equivalents associated with the program, and budgets.
 - b. The specific rationale for the elimination of the program including an indication of the campus-wide processes used to reach the recommendation.
 - c. The relationship of the program elimination to the university's and school's mission.
 - d. The impact on other programs on the campus.
 - e. A plan for the retrenchment or reassignment of faculty.
 - f. The impact of the program elimination on students.
 - g. An analysis of financial impact to include both revenue lost (e.g. net tuition, fees) and expenses saved (e.g. aid, personnel, equipment).
 - h. A timetable for the program elimination.
3. The Program Elimination Proposal is submitted to the Chief Academic Officer who forwards the Program Elimination Proposal to the President. The President will take one of the following actions regarding the Program Elimination Proposal.
 - a. Accept.
 - b. Return with suggestions for revision.
 - c. Reject with rationale to substantiate the decision.
4. On his acceptance of the Proposal, the President will recommend program proposals to the Board of Trustees for its review and approval. Program proposals will be considered by Academic and Student Affairs Committee who will recommend to the full Board.
5. Notice of final Board approval of program proposals will be transmitted to all parties and offices concerned in the program.

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Appendix B - Academic Hiring Checklist and Procedures

Woodbury University requires that search committees be formed for the hiring of all regular full-time faculty. Each committee should include those faculty best equipped to evaluate candidates for a particular position. The committee has the sole authority to derive a short list of applicants and to recommend the finalist for the position to the Dean of the school. In the case of an unresolvable dispute within the committee, the Dean will meet with the committee and hear both cases. The committee may also choose to forward to the Dean two suitable candidates. The Dean will then decide on a single recommendation to forward to the Faculty Personnel Committee.

Preparing to Search

- 1. Program Chair forwards request to search to Dean.
- 2. Dean recommends search to Sr. VPAA.
- 3. Sr. VPAA recommends search to President.
- 4. President makes final decision approving or denying search request.
- 5. President's decision communicated to
 - o Sr. VPAA
 - o Dean
 - o Program Chair
 - o Dean of Faculty/Chair of Faculty Personnel Committee
 - o Human Resources
- 6. Sr. VPAA confirms budget for search.

Generating the Advertisement

- 1. Program Chair writes ad in consultation with area faculty and Dean. (See "Advertising".) The ad goes forward with a signed Employment Requisition Form generated by the Program Chair. The form is available from FIR or in the Policies and Procedures Manual.
- 2. Dean recommends ad to Sr. VPAA.
- 3. Sr. VPAA approves ad.
- 4. FIR receives signed Employment Requisition Form.
- 5. Program Chair, in consultation with Dean, forms search committee. (See "Search Committee Membership".)
- 6. FIR generates ad copy.
- 7. HR sends ad for final approval to Program Chair, Dean, Sr. VPAA.
- 8. Approval given, or ad returned to HR for revision.
- 9. Ad posted for position.

Screening and Interviews

- 1. Applications are collected by HR, who processes acknowledgements and keeps a list of all applicants.
- 2. Applications are given to Search Committee Chair.
- 3. Search Committee screens applications. (See "Guidelines and legal considerations for Screening of applicants".) Telephone interviews may be used to narrow the pool to a short list of finalists. Short list is sent to HR.
- 4. HR notifies candidates who did not make the short list. For finalists, HR requests Unofficial transcripts at this time, unless they were required as part of the initial application.
- 5. Search committee invites finalists to campus and advises them of the public presentation.

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- required.
- 6. Final candidates interview with various stakeholders and give public presentation. (See "Campus Visit".)

The Hire

- 1. Search committee makes written recommendation for hire, based on criteria for the position, including a recommendation for rank placement, with supporting documentation.
- 2. "Search committees should maintain in their records names of all persons who were nominated or who applied for a vacancy, and such records should show for each unsuccessful candidate a brief statement of the reason or reasons why he or she was not selected." (Faculty Handbook, Section C, V. D)
- 3. Search Committee chair submits recommendations(s) to the dean for approval.
- 4. If the Search Committee submits more than one name, the Dean will decide among them.
- 5. Dean forwards the recommendation and credentials of the selected finalist to the Faculty Personnel Committee.
- 6. Personnel Committee assigns rank and forwards the entire packet to the Sr. VPAA.
- 7. VPAA recommends the hire to the President.
- 8. President communicates final decision to Sr. VPAA.
- 9. VPAA informs Search Committee Chair, Dean, Dean of the Faculty, Personnel Committee and forwards appropriate materials to HR.
- 10. Search Committee Chair contacts successful applicant for verbal agreement; advised Applicant to send official transcripts to Sr. VPAA.
- 11. HR prepares and sends contract after official transcripts have been received.
- 12. Signed contract put in personnel file.
- 13. Copies of the signed contract sent to
 - o Dean
 - o Program Chair
 - o Dean of Faculty/Chair of Faculty Personnel Committee
- 14. Search Committee Chair sends letters to unsuccessful finalists.
-

Advertising

The advertisement should request materials from applicants based on generally accepted practice (cover letter, curriculum vitae, contact information for 3 references) as well as individual program needs.

Additional requirements might include: letters of reference (as opposed to simple contact information); unofficial transcripts (official transcripts must be supplied upon hiring); one page statement of teaching philosophy; statement of research interests; any published or unpublished research (including a research paper based on the candidate's dissertation); teaching evaluations;

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5.9 Grading Study

Grade Report
Nathan Garrett, IR
August 2007

The below shows the count of grades given for undergraduate traditional Burbank & San Diego students between 2003 Fall & 2007 Summer for lecture and studio courses. Results are organized by department, course type, and school year. For example, 06 represents the 2006-2007 school year. Grade + and - marks are ignored. Values are the % of the total for that particular row. Highlight bars are provided for improved clarity.

population (Multiple Items)
program UNDERG

Count of final_grade_simple	Column Labels									
Row Labels	A	B	C	D	F	I	N	P	W	Total
Academic Writing	29%	38%	19%	2%	6%	0%	0%	0%	5%	100%
Lecture	29%	38%	19%	2%	6%	0%	0%	0%	5%	100%
06	29%	38%	19%	2%	6%	0%	0%	0%	5%	100%
Accounting	40%	32%	15%	4%	2%	0%	0%	0%	7%	100%
Lecture	40%	32%	15%	4%	2%	0%	0%	0%	7%	100%
03	41%	26%	11%	9%	6%	0%	0%	0%	7%	100%
04	34%	33%	19%	6%	2%	0%	0%	0%	6%	100%
05	43%	32%	17%	2%	1%	0%	0%	0%	6%	100%
06	43%	35%	10%	1%	2%	0%	0%	0%	9%	100%
Animation Arts	41%	40%	13%	1%	2%	0%	0%	0%	2%	100%
Lecture	41%	40%	11%	1%	4%	0%	0%	0%	3%	100%
03	40%	43%	11%	1%	3%	0%	0%	0%	2%	100%
04	45%	32%	13%	0%	5%	0%	0%	0%	5%	100%
05	42%	42%	12%	0%	2%	0%	0%	0%	2%	100%
06	43%	38%	7%	2%	8%	0%	0%	0%	3%	100%
Studio	41%	40%	14%	2%	2%	0%	0%	0%	2%	100%
03	43%	50%	6%	0%	1%	0%	0%	0%	1%	100%
04	37%	39%	15%	2%	4%	0%	0%	0%	2%	100%
05	41%	39%	16%	1%	1%	0%	0%	0%	2%	100%
06	44%	35%	16%	2%	1%	1%	0%	0%	2%	100%
Architecture	22%	45%	19%	4%	4%	1%	1%	0%	4%	100%
Lecture	20%	40%	22%	6%	6%	1%	1%	0%	4%	100%
03	22%	41%	22%	5%	5%	0%	0%	0%	4%	100%
04	22%	40%	22%	6%	7%	0%	0%	0%	3%	100%
05	21%	40%	23%	7%	6%	0%	0%	0%	4%	100%
06	18%	39%	22%	6%	6%	2%	2%	0%	5%	100%
Studio	23%	51%	16%	2%	3%	1%	1%	0%	4%	100%
03	23%	57%	13%	1%	3%	0%	0%	0%	2%	100%
04	25%	50%	17%	2%	3%	0%	0%	0%	3%	100%

05	25%	52%	16%	2%	2%	0%	0%	0%	4%	100%
06	21%	49%	16%	1%	3%	3%	2%	0%	5%	100%
Business&Management	42%	34%	12%	5%	3%	0%	0%	0%	4%	100%
Lecture	42%	34%	12%	5%	3%	0%	0%	0%	4%	100%
03	48%	28%	13%	4%	4%	0%	0%	1%	3%	100%
04	39%	37%	12%	4%	4%	0%	0%	0%	3%	100%
05	43%	34%	11%	6%	2%	0%	0%	0%	5%	100%
Communication	50%	24%	9%	3%	6%	0%	0%	0%	8%	100%
Lecture	50%	24%	9%	3%	6%	0%	0%	0%	8%	100%
06	50%	24%	9%	3%	6%	0%	0%	0%	8%	100%
Computer Info Sys	52%	36%	7%	0%	2%	0%	0%	0%	3%	100%
Lecture	52%	36%	7%	0%	2%	0%	0%	0%	3%	100%
03	44%	41%	9%	0%	2%	0%	0%	0%	3%	100%
04	56%	33%	6%	0%	2%	0%	0%	0%	3%	100%
e-Commerce	68%	29%	3%	0%	0%	0%	0%	0%	0%	100%
Lecture	68%	29%	3%	0%	0%	0%	0%	0%	0%	100%
06	68%	29%	3%	0%	0%	0%	0%	0%	0%	100%
Economics	47%	25%	9%	13%	0%	0%	0%	0%	5%	100%
Lecture	47%	25%	9%	13%	0%	0%	0%	0%	5%	100%
06	47%	25%	9%	13%	0%	0%	0%	0%	5%	100%
Entrepreneurship	71%	17%	13%	0%	0%	0%	0%	0%	0%	100%
Lecture	71%	17%	13%	0%	0%	0%	0%	0%	0%	100%
06	71%	17%	13%	0%	0%	0%	0%	0%	0%	100%
Fashion Design	41%	41%	11%	2%	2%	0%	0%	0%	3%	100%
Lecture	40%	43%	10%	2%	2%	0%	0%	1%	2%	100%
03	46%	36%	10%	2%	2%	0%	0%	1%	3%	100%
04	46%	35%	10%	3%	4%	0%	0%	1%	2%	100%
05	21%	65%	4%	2%	2%	0%	0%	4%	2%	100%
06	35%	48%	13%	2%	1%	1%	0%	0%	0%	100%
Studio	42%	39%	11%	2%	2%	0%	0%	0%	4%	100%
03	42%	46%	8%	1%	2%	0%	0%	0%	2%	100%
04	48%	38%	11%	0%	1%	0%	0%	0%	2%	100%
05	37%	38%	14%	3%	4%	0%	0%	0%	5%	100%
06	40%	38%	12%	2%	2%	0%	0%	0%	6%	100%
Fashion Marketing	47%	29%	11%	5%	5%	0%	0%	0%	3%	100%
Lecture	41%	33%	12%	5%	5%	0%	0%	0%	3%	100%
03	54%	25%	11%	0%	11%	0%	0%	0%	0%	100%
04	47%	27%	12%	3%	8%	0%	0%	0%	3%	100%
05	33%	37%	14%	10%	2%	0%	0%	0%	4%	100%
06	39%	36%	11%	4%	5%	1%	0%	0%	3%	100%
Studio	75%	13%	5%	5%	2%	0%	0%	0%	2%	100%
04	69%	15%	8%	0%	0%	0%	0%	0%	8%	100%
05	82%	4%	0%	11%	4%	0%	0%	0%	0%	100%
06	68%	23%	9%	0%	0%	0%	0%	0%	0%	100%
Finance	52%	29%	9%	0%	2%	2%	0%	0%	7%	100%
Lecture	52%	29%	9%	0%	2%	2%	0%	0%	7%	100%
06	52%	29%	9%	0%	2%	2%	0%	0%	7%	100%

Fine Art	36%	42%	12%	2%	3%	0%	0%	0%	6%	100%
Lecture	36%	42%	12%	2%	3%	0%	0%	0%	6%	100%
06	36%	42%	12%	2%	3%	0%	0%	0%	6%	100%
Foundation	36%	44%	8%	2%	2%	0%	0%	0%	8%	100%
Studio	36%	44%	8%	2%	2%	0%	0%	0%	8%	100%
06	36%	44%	8%	2%	2%	0%	0%	0%	8%	100%
Graphic Design	43%	36%	10%	3%	4%	0%	0%	0%	4%	100%
Lecture	35%	35%	14%	6%	6%	0%	0%	0%	3%	100%
03	36%	34%	12%	7%	6%	0%	0%	1%	4%	100%
04	39%	29%	16%	11%	4%	0%	0%	0%	1%	100%
05	40%	38%	16%	2%	2%	0%	0%	0%	2%	100%
06	21%	43%	17%	2%	9%	2%	0%	0%	6%	100%
Studio	45%	37%	9%	3%	3%	0%	0%	0%	4%	100%
03	52%	35%	8%	3%	1%	0%	0%	0%	1%	100%
04	47%	35%	10%	3%	4%	0%	0%	0%	2%	100%
05	44%	42%	5%	1%	3%	0%	0%	0%	4%	100%
06	38%	33%	11%	4%	5%	0%	0%	0%	9%	100%
History	53%	21%	11%	0%	8%	5%	0%	0%	3%	100%
Lecture	53%	21%	11%	0%	8%	5%	0%	0%	3%	100%
06	53%	21%	11%	0%	8%	5%	0%	0%	3%	100%
Human Resources Dev	50%	33%	8%	0%	0%	0%	0%	0%	8%	100%
Lecture	50%	33%	8%	0%	0%	0%	0%	0%	8%	100%
06	50%	33%	8%	0%	0%	0%	0%	0%	8%	100%
Humanities	30%	37%	18%	4%	7%	0%	0%	0%	4%	100%
Lecture	30%	37%	18%	4%	7%	0%	0%	0%	4%	100%
03	30%	32%	21%	5%	7%	0%	0%	0%	5%	100%
04	29%	37%	19%	4%	7%	0%	0%	0%	5%	100%
05	32%	39%	15%	3%	6%	0%	0%	0%	3%	100%
Studio	60%	40%	0%	0%	0%	0%	0%	0%	0%	100%
05	60%	40%	0%	0%	0%	0%	0%	0%	0%	100%
Information Tech	57%	31%	5%	1%	4%	0%	0%	0%	2%	100%
Lecture	57%	31%	5%	1%	4%	0%	0%	0%	2%	100%
04	55%	37%	1%	2%	4%	0%	0%	0%	1%	100%
05	61%	24%	8%	2%	4%	0%	0%	0%	2%	100%
06	54%	35%	5%	1%	3%	0%	0%	0%	2%	100%
Interdisciplinary	32%	37%	16%	1%	4%	3%	0%	0%	6%	100%
Lecture	32%	37%	16%	1%	4%	3%	0%	0%	6%	100%
06	32%	37%	16%	1%	4%	3%	0%	0%	6%	100%
Interior Architect	23%	40%	19%	3%	6%	0%	0%	0%	7%	100%
Lecture	23%	39%	20%	3%	7%	0%	0%	0%	8%	100%
03	22%	42%	18%	2%	8%	0%	0%	0%	7%	100%
04	27%	29%	24%	7%	8%	0%	0%	0%	5%	100%
05	20%	39%	25%	4%	4%	0%	0%	0%	8%	100%
06	22%	48%	14%	1%	4%	0%	0%	0%	11%	100%
Studio	24%	41%	18%	3%	6%	0%	0%	0%	7%	100%
03	19%	43%	21%	1%	10%	0%	0%	0%	7%	100%
04	22%	38%	22%	4%	7%	0%	0%	0%	6%	100%

05	24%	43%	16%	4%	7%	0%	0%	0%	6%	100%
06	29%	41%	14%	3%	2%	0%	1%	0%	10%	100%
International Bus	63%	27%	2%	0%	2%	3%	0%	0%	3%	100%
Lecture	63%	27%	2%	0%	2%	3%	0%	0%	3%	100%
06	63%	27%	2%	0%	2%	3%	0%	0%	3%	100%
Management	47%	37%	10%	2%	1%	0%	0%	0%	3%	100%
Lecture	47%	37%	10%	2%	1%	0%	0%	0%	3%	100%
05	33%	67%	0%	0%	0%	0%	0%	0%	0%	100%
06	47%	37%	10%	2%	1%	0%	0%	0%	3%	100%
Marketing	71%	18%	5%	1%	2%	0%	0%	0%	3%	100%
Lecture	71%	18%	5%	1%	2%	0%	0%	0%	3%	100%
03	63%	23%	9%	0%	2%	0%	0%	0%	2%	100%
04	77%	14%	5%	1%	3%	0%	0%	0%	1%	100%
05	70%	18%	6%	2%	1%	0%	0%	0%	2%	100%
06	70%	18%	4%	1%	1%	0%	0%	0%	7%	100%
Mathematics	24%	24%	25%	11%	8%	0%	0%	0%	7%	100%
Lecture	24%	24%	25%	11%	8%	0%	0%	0%	7%	100%
06	24%	24%	25%	11%	8%	0%	0%	0%	7%	100%
Nat & Social Science	24%	30%	22%	10%	8%	0%	0%	0%	5%	100%
Lecture	28%	31%	20%	9%	7%	0%	0%	0%	6%	100%
03	26%	28%	21%	11%	8%	0%	0%	0%	6%	100%
04	27%	32%	19%	10%	8%	0%	0%	0%	5%	100%
05	30%	33%	19%	6%	5%	0%	0%	0%	6%	100%
Studio	10%	25%	34%	17%	10%	0%	0%	0%	5%	100%
03	15%	23%	37%	15%	7%	0%	0%	0%	3%	100%
04	12%	27%	33%	14%	10%	0%	0%	0%	4%	100%
05	8%	23%	32%	20%	11%	0%	0%	0%	6%	100%
Org Leadership	50%	50%	0%	0%	0%	0%	0%	0%	0%	100%
Lecture	50%	50%	0%	0%	0%	0%	0%	0%	0%	100%
06	50%	50%	0%	0%	0%	0%	0%	0%	0%	100%
Personal Development	75%	15%	2%	1%	3%	0%	0%	0%	4%	100%
Lecture	75%	15%	2%	1%	3%	0%	0%	0%	4%	100%
06	75%	15%	2%	1%	3%	0%	0%	0%	4%	100%
Philosophy	46%	34%	6%	0%	2%	0%	1%	0%	11%	100%
Lecture	46%	34%	6%	0%	2%	0%	1%	0%	11%	100%
06	46%	34%	6%	0%	2%	0%	1%	0%	11%	100%
Politics	64%	22%	7%	2%	0%	0%	0%	0%	4%	100%
Lecture	64%	22%	7%	2%	0%	0%	0%	0%	4%	100%
06	64%	22%	7%	2%	0%	0%	0%	0%	4%	100%
Psychology	39%	32%	17%	3%	4%	0%	0%	0%	4%	100%
Lecture	39%	32%	17%	3%	4%	0%	0%	0%	4%	100%
06	39%	32%	17%	3%	4%	0%	0%	0%	4%	100%
Science	19%	29%	27%	12%	9%	0%	0%	0%	4%	100%
Lecture	12%	40%	34%	10%	4%	0%	0%	0%	0%	100%
06	12%	40%	34%	10%	4%	0%	0%	0%	0%	100%
Studio	21%	26%	26%	12%	10%	0%	0%	0%	6%	100%
06	21%	26%	26%	12%	10%	0%	0%	0%	6%	100%

Unknown	39%	37%	14%	2%	3%	0%	0%	0%	5%	100%
Lecture	42%	31%	15%	3%	3%	0%	0%	0%	5%	100%
03	30%	41%	19%	3%	3%	0%	0%	0%	4%	100%
04	43%	31%	16%	3%	4%	0%	0%	0%	4%	100%
05	52%	24%	11%	2%	3%	0%	0%	0%	6%	100%
Studio	34%	47%	11%	1%	1%	0%	0%	0%	5%	100%
03	22%	51%	20%	2%	2%	0%	0%	0%	5%	100%
04	35%	49%	9%	0%	1%	0%	0%	0%	6%	100%
05	40%	44%	9%	1%	1%	0%	0%	0%	4%	100%
Total	33%	38%	16%	4%	4%	0%	0%	0%	4%	100%

5.10 Common Data Set

Common Data Set 2004-05

SUMMARY OF SIGNIFICANT CHANGES TO THE CDS FOR 2004-05

The items listed below are shaded in yellow throughout the spreadsheet's worksheets.

NEW ITEMS

A0A Request for feedback about problematic items.

CHANGED ITEMS

- C8 The "Entrance Exams" section has been changed to reflect the changes in the SAT and ACT that will affect students applying in **Fall 2006**.
- I-1 The "Instructional Faculty" section's definitions have been improved and a table now indicates who should be included in or excluded from full- and part-time counts.
- J The instructions for the "Degrees Conferred" section now instruct respondents to base percentages on majors, not headcount.

PERMANENTLY DELETED OR TEMPORARILY DISCONTINUED ITEMS

E4-E8 The "Library Collections" section has been removed until a new Academic Libraries Survey is in the field.

DEFINITIONS

H Financial Aid Glossary: The definition of financial aid awarded has been clarified to mean "aid offered."

A. General Information

A0 Respondent Information (Not for Publication)

A0	Name	
A0	Title	
A0	Office	
A0	Mailing Address	
A0	City/State/Zip/Country	
A0	Phone	
A0	Fax	
A0	E-mail Address	
A0	Are your responses to the CDS posted for reference on your institution's Web site?	Yes No
A0	If yes, please provide the URL of the corresponding Web page:	

A0A We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

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A1 Address Information

A1	Name of College/University	Woodbury University
A1	Mailing Address	7500 Glenoaks Blvd
A1	City/State/Zip/Country	Burbank, CA 91510-7846
A1	Street Address (if different)	
A1	City/State/Zip/Country	
A1	Main Phone Number	(818) 767-0898
A1	WWW Home Page Address	www.woodbury.edu
A1	Admissions Phone Number	(818) 767-0898
A1	Admissions Toll Free Phone Number	
A1	Admissions Office Mailing Address	
A1	City/State/Zip/Country	
A1	Admissions Fax Number	(818) 767-7520
A1	Admissions E-mail Address	
A1	Is there a separate URL, application site on the Internet? If so, please specify.	

A2 Source of institutional control (Check only one):

A2	Public	
A2	Private (nonprofit)	X
A2	Proprietary	

A3 Classify your undergraduate institution:

A3	Coeducational college	X
A3	Men's college	
A3	Women's college	

A4 Academic year calendar:

A4	Semester	X
A4	Quarter	
A4	Trimester	
A4	4-1-4	
A4	Continuous	
A4	Differs by program (describe)	
A4	Other (describe)	

A5 Degrees offered by your institution:

A5	Certificate	
A5	Diploma	
A5	Associate	
A5	Transfer Associate	
A5	Terminal Associate	
A5	Bachelor's	X
A5	Postbachelor's certificate	
A5	Master's	X
A5	Post-master's certificate	
A5	Doctoral	
A5	First professional	
A5	First professional certificate	

B. ENROLLMENT AND PERSISTENCE

B1 Institutional Enrollment - Men and Women Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2004.

B1	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
B1 Undergraduates				
B1 Degree-seeking, first-time freshmen	34	88	0	1
B1 Other first-year, degree-seeking	18	29	5	7
B1 All other degree-seeking	369	456	101	160
B1 <i>Total degree-seeking</i>	421	573	106	168
B1 All other undergraduates enrolled in credit courses	0	0	1	1
B1 <i>Total undergraduates</i>	421	573	107	169
B1 First-Professional				
B1 First-time, first-professional students				
B1 All other first-professionals				
B1 <i>Total first-professional</i>	0	0	0	0
B1 Graduate				
B1 Degree-seeking, first-time				
B1 All other degree-seeking	19	32	53	72
B1 All other graduates enrolled in credit courses				
B1 <i>Total graduate</i>	19	32	53	72
B1 Total all undergraduates				1,270
B1 Total all graduate and professional students				176
B1 GRAND TOTAL ALL STUDENTS				1,446

B2 Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2004. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.

B2	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates: (both degree- and non-degree-seeking)
B2 Nonresident aliens	1	90	
B2 Black, non-Hispanic	13	82	
B2 American Indian or Alaska Native	0	3	
B2 Asian or Pacific Islander	7	149	
B2 Hispanic	46	451	
B2 White, non-Hispanic	56	492	
B2 Race/ethnicity unknown	0	1	
B2 TOTAL	123	1,268	0

Persistence

B3 Number of degrees awarded from July 1, 2003 to June 30, 2004

B3 Certificate/diploma	
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B3	Associate degrees	
B3	Bachelor's degrees	232
B3	Postbachelor's certificates	
B3	Master's degrees	81
B3	Post-Master's certificates	
B3	Doctoral degrees	
B3	First professional degrees	
B3	First professional certificates	

Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2004 Web-based survey.

For Bachelor's or Equivalent Programs

Please provide data for the fall 1998 cohort if available. If fall 1998 cohort data are not available, provide data for the fall 1997 cohort.

Fall 1998 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 1998. Include in the cohort those who entered your institution during the summer term preceding fall 1998.

B4	Initial 1998 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:	117
B5	Of the initial 1998 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	0
B6	Final 1998 cohort, after adjusting for allowable exclusions: (subtract question B5 from question B4)	117
B7	Of the initial 1998 cohort, how many completed the program in four years or less (by August 31, 2002):	
B8	Of the initial 1998 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2002 and by August 31, 2003):	
B9	Of the initial 1998 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2003 and by August 31, 2004):	58
B10	Total graduating within six years (sum of questions B7, B8, and B9):	58
B11	Six-year graduation rate for 1998 cohort (question B10 divided by question B6):	50%

Fall 1997 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 1997. Include in the cohort those who entered your institution during the summer term preceding fall 1997.

B4	Initial 1997 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:	
B5	Of the initial 1997 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	

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B6	Final 1997 cohort, after adjusting for allowable exclusions: (subtract question B5 from question B4)	0
B7	Of the initial 1997 cohort, how many completed the program in four years or less (by August 31, 2001):	
B8	Of the initial 1997 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2001 and by August 31, 2002):	
B9	Of the initial 1997 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2002 and by August 31, 2003):	
B10	Total graduating within six years (sum of questions B7, B8, and B9):	0
B11	Six-year graduation rate for 1997 cohort (question B10 divided by question B6):	#DIV/0!

For Two-Year Institutions

Please provide data for the 2001 cohort if available. If 2001 cohort data are not available, provide data for the 2000 cohort.

2001 Cohort

B12	Initial 2001 cohort, total of first-time, full-time degree/certificate-seeking students:	
B13	Of the initial 2001 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	
B14	Final 2001 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):	0
B15	Completers of programs of less than two years duration (total):	
B16	Completers of programs of less than two years within 150 percent of normal time:	
B17	Completers of programs of at least two but less than four years (total):	
B18	Completers of programs of at least two but less than four-years within 150 percent of normal time:	
B19	Total transfers-out (within three years) to other institutions:	
B20	Total transfers to two-year institutions:	
B21	Total transfers to four-year institutions:	

2000 Cohort

B12	Initial 2000 cohort, total of first-time, full-time degree/certificate-seeking students:	
B13	Of the initial 2000 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	
B14	Final 2000 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):	0
B15	Completers of programs of less than two years duration (total):	
B16	Completers of programs of less than two years within 150 percent of normal time:	
B17	Completers of programs of at least two but less than four years (total):	
B18	Completers of programs of at least two but less than four-years within 150 percent of normal time:	
B19	Total transfers-out (within three years) to other institutions:	
B20	Total transfers to two-year institutions:	
B21	Total transfers to four-year institutions:	

Retention Rates

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Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2003 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22	For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in fall 2003 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2004?	83%
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C. FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION

Applications

- C1 First-time, first-year, (freshmen) students:** Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in fall 2004. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission

C1	Total first-time, first-year (freshman) men who applied	120
C1	Total first-time, first-year (freshman) women who applied	234
C1	Total first-time, first-year (freshman) men who were admitted	77
C1	Total first-time, first-year (freshman) women who were admitted	176
C1	Total full-time, first-time, first-year (freshman) men who enrolled	34
C1	Total part-time, first-time, first-year (freshman) men who enrolled	0
C1	Total full-time, first-time, first-year (freshman) women who enrolled	88
C1	Total part-time, first-time, first-year (freshman) women who enrolled	1

- C2 Freshman wait-listed students (students who met admission requirements but whose final admission was contingent on space availability)**

	Yes	No
C2	Do you have a policy of placing students on a waiting list?	X
C2	If yes, please answer the questions below for fall 2004 admissions:	
C2	Number of qualified applicants placed on waiting list	
C2	Number accepting a place on the waiting list	
C2	Number of wait-listed students admitted	

Admission Requirements

- C3 High school completion requirement**

C3	High school diploma is required and GED is accepted	X
C3	High school diploma is required and GED is not accepted	
C3	High school diploma or equivalent is not required	

- C4 Does your institution require or recommend a general college-preparatory program for degree-seeking students?**

C4	Require	
C4	Recommend	X
C4	Neither require nor recommend	

- C5 Distribution of high school units required and/or recommended.** Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.

	Units Required	Units Recommended
C5	Total academic units	
C5	English	4
C5	Mathematics	3
C5	Science	3

C5	Of these, units that must be lab	2
C5	Foreign language	2
C5	Social studies	3
C5	History	2
C5	Academic electives	0
C5	Other (specify)	0

Basis for Selection

C6 Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications? If so, check which applies:

C6	Open admission policy as described above for all students	
C6	Open admission policy as described above for most students, but--	
C6	selective admission for out-of-state students	
C6	selective admission to some programs	X
C6	other (explain)	

C7 Relative importance of each of the following academic and nonacademic factors in first-time, first-year, degree-seeking (freshman) admission decisions.

C7		Very Important	Important	Considered	Not Considered
C7	Academic				
C7	Secondary school record	X			
C7	Class rank			X	
C7	Recommendation(s)		X		
C7	Standardized test scores	X			
C7	Essay			X	
C7	Nonacademic				
C7	Interview				X
C7	Extracurricular activities			X	
C7	Talent/ability				X
C7	Character/personal qualities				X
C7	Alumni/ae relation			X	
C7	Geographical residence				X
C7	State residency				X
C7	Religious affiliation/commitment				X
C7	Minority status				X
C7	Volunteer work			X	
C7	Work experience			X	

SAT and ACT Policies

Note: The SAT I is now called SAT Reasoning or the SAT; SAT II Tests are now called SAT Subject Tests. As of March 2005 the SAT Reasoning Test will include a mandatory writing component; the SAT Subject Test in Writing will not be administered after January 2005. The ACT will have an optional writing component as of February 2005.

C8 Entrance exams

C8A		Yes	No
C8A	Does your institution make use of SAT Reasoning Test, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year, degree-seeking applicants?	X	

C8A If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2006.

C8A	ADMISSION
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C8A		Require	Recommend	Require for Some	Consider if Submitted	Not Used
C8A	SAT Reasoning Test only					
C8A	ACT only					
C8A	SAT Reasoning or ACT	X				
C8A	SAT Reasoning and SAT Subject Tests					
C8A	SAT Reasoning and SAT Subject Tests or ACT					
C8A	SAT Subject Tests only					

C8B If your institution will make use of the ACT in **admission** decisions for first-time, first-year, degree-seeking applicants for **Fall 2006**, please indicate which ONE of the following applies:

C8B	ACT with Writing Component required	
C8B	ACT without Writing component accepted	
C8B	ACT with or without Writing component accepted	X

C8C If your institution will make use of the new SAT Reasoning Test scores in **admission** decisions for first-time, first-year, degree-seeking applicants for **Fall 2006**, please indicate which ONE of the following applies:

C8C	New SAT Reasoning Test required	
C8C	New SAT Reasoning Test or the "old" SAT I (administered prior to March 2005 and without a writing component) accepted	X

C8D In addition, does your institution use applicants' test scores for placement or counseling?

C8D		Yes	No
C8D	Placement		X
C8D	Counseling	X	

C8E Does your institution use the SAT Reasoning or SAT Subject Tests or the ACT for **placement only**? If so, please mark the appropriate boxes below:

C8E		PLACEMENT		
		Require	Recommend	Require for Some
C8E	SAT Reasoning			
C8E	SAT Subject Tests			
C8E	ACT			
C8E	SAT Reasoning or ACT			

C8F	Latest date by which SAT or ACT scores must be received for fall-term admission	May
C8F	Latest date by which SAT Subject Test scores must be received for fall-term admission	

C8D If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students):

C8D

Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in fall 2004, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

C9 Percent and number of first-time, first-year (freshman) students enrolled in fall 2004 who submitted national standardized (SAT/ACT) test scores. Include information for **ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores.** Do not include partial test scores (e.g., mathematics scores but not verbal for a category of students) or combine other standardized test results (such as TOEFL) in this item. SAT scores should be recentered scores. The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.

C9	Percent submitting SAT scores	92%	Number submitting SAT scores	
C9	Percent submitting ACT scores	8%	Number submitting ACT scores	

	25th Percentile	75th Percentile	
C9	SAT Verbal	420	580
C9	SAT Math	44	600
C9	ACT Composite		
C9	ACT English		
C9	ACT Math		

C9 Percent of first-time, first-year (freshman) students with scores in each range:

	SAT Verbal	SAT Math	
C9	700-800	1.00%	1.00%
C9	600-699	7.00%	12.00%
C9	500-599	24.00%	30.00%
C9	400-499	44.00%	37.00%
C9	300-399	20.00%	17.00%
C9	200-299	4.00%	3.00%
	Totals should = 100%	100.00%	100.00%

	ACT Composite	ACT English	ACT Math	
C9	30-36			
C9	24-29			
C9	18-23			
C9	12-17			
C9	6-11			
C9	Below 6			
	Totals should = 100%	0.00%	0.00%	0.00%

C10 Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges (report information for those students from whom you collected high school rank information):

C10	Percent in top tenth of high school graduating class	10%
C10	Percent in top quarter of high school graduating class	40%
C10	Percent in top half of high school graduating class	80%
C10	Percent in bottom half of high school graduating class	20%
C10	Percent in bottom quarter of high school graduating class	60%
C10	Percent of total first-time, first-year (freshmen) students who submitted high school class rank:	

Top half + bottom half = 100%

C11 Percentage of all enrolled, degree-seeking, first-time, first-year (freshman) students who had high school grade-point averages within each of the following ranges (using 4.0 scale). Report information only for those students from whom you collected high school GPA.

C11	Percent who had GPA of 3.0 and higher	10.00%
C11	Percent who had GPA between 2.0 and 2.99	90.00%
C11	Percent who had GPA between 1.0 and 1.99	0.00%
C11	Percent who had GPA below 1.0	0.00%
	Totals should = 100%	100.00%

C12 Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA:

C12	Percent of total first-time, first-year (freshman) students who submitted high school GPA:	100.00%
-----	--	---------

Admission Policies

C13 Application Fee		
C13		Yes No
C13	Does your institution have an application fee?	X
C13	Amount of application fee:	\$35.00
C13		Yes No
C13	Can it be waived for applicants with financial need?	X

C14 Application closing date		
C14		Yes No
C14	Does your institution have an application closing date?	X
C14	Application closing date (fall):	
C14	Priority date:	

C15		Yes	No
C15	Are first-time freshmen accepted for terms other than the fall?	X	

C16 Notification to applicants of admission decision sent (fill in one only)

C16	On a rolling basis beginning (date):	Sept.
C16	By (date):	Aug.
C16	Other:	

C17 Reply policy for admitted applicants (fill in one only)

C17	Must reply by (date):	
C17	No set date:	
C17	Must reply by May 1 or within _____ weeks if notified thereafter	4
C17	Other:	

C18 Deferred admission

C18		Yes	No
C18	Does your institution allow students to postpone enrollment after admission?	X	
C18	If yes, maximum period of postponement:		

C19 Early admission of high school students

C19		Yes	No
C19	Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation?		X

C20 Common Application

C20		Yes	No
C20	Will you accept the Common Application distributed by the National Association of Secondary School Principals if submitted?	X	
C20	If "yes," are supplemental forms required?		X
C20	Is your college a member of the Common Application Group?		X

Early Decision and Early Action Plans

C21 Early Decision		
	Yes	No
C21		
C21		X
Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment?		
C21 If "yes," please complete the following:		
C21		
First or only early decision plan closing date		
C21		
First or only early decision plan notification date		
C21		
Other early decision plan closing date		
C21		
Other early decision plan notification date		
C21 For the Fall 2004 entering class:		
C21		
Number of early decision applications received by your institution		
C21		
Number of applicants admitted under early decision plan		
C21		
Please provide significant details about your early decision plan:		
C22 Early action		
	Yes	No
C22		
C22		X
Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date B27but do not have to commit to attending your college?		
C22 If "yes," please complete the following:		
C22		
Early action closing date		
C22		
Early action notification date		

D. TRANSFER ADMISSION

Fall Applicants

		Yes	No
D1	Does your institution enroll transfer students? (If no, please skip to Section E)	X	
D1	If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?	X	

D2 Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2004.

	Applicants	Admitted Applicants	Enrolled Applicants
D2	Men	215	101
D2	Women	310	200
D2	Total	525	301

Application for Admission

D3 Indicate terms for which transfers may enroll:

D3	Fall	X
D3	Winter	
D3	Spring	X
D3	Summer	X

		Yes	No
D4	Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?		X
D4	If yes, what is the minimum number of credits and the unit of measure?		

D5 Indicate all items required of transfer students to apply for admission:

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not Required
D5	High school transcript				
D5	College transcript(s)	X			
D5	Essay or personal statement				
D5	Interview		X		
D5	Standardized test scores			X	
D5	Statement of good standing from prior institution(s)				

D6 If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale):

D7 If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): 2.50

D8 List any other application requirements specific to transfer applicants:

D9 List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a check mark in the "Rolling admission" column.

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
D9 Fall					X
D9 Winter					
D9 Spring					X
D9 Summer					X

	Yes	No
D10 Does an open admission policy, if reported, apply to transfer students?	X	

D11 Describe additional requirements for transfer admission, if applicable:

Transfer Credit Policies

D12 Report the lowest grade earned for any course that may be transferred for credit: C (2.0)

	Number	Unit Type
D13 Maximum number of credits or courses that may be transferred from a two-year institution:	81	SEMESTER

	Number	Unit Type
D14 Maximum number of credits or courses that may be transferred from a four-year institution:	81	SEMESTER

D15 Minimum number of credits that transfers must complete at your institution to earn an associate degree: N/A

D16 Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree: 45.00

D17 Describe other transfer credit policies:

E. ACADEMIC OFFERINGS AND POLICIES

E1 Special study options: Identify those programs available at your institution. Refer to the glossary for definitions.

E1	Accelerated program	X
E1	Cooperative (work-study) program	
E1	Cross-registration	
E1	Distance learning	
E1	Double major	X
E1	Dual enrollment	
E1	English as a Second Language (ESL)	
E1	Exchange student program (domestic)	
E1	External degree program	
E1	Honors Program	
E1	Independent study	X
E1	Internships	X
E1	Liberal arts/career combination	X
E1	Student-designed major	
E1	Study abroad	
E1	Teacher certification program	
E1	Weekend college	X
E1	Other (specify):	

E2 This question has been removed from the Common Data Set.

E3 Areas in which all or most students are required to complete some course work prior to graduation:

E3	Arts/fine arts	X
E3	Computer literacy	X
E3	English (including composition)	X
E3	Foreign languages	
E3	History	X
E3	Humanities	X
E3	Mathematics	X
E3	Philosophy	X
E3	Sciences (biological or physical)	X
E3	Social science	X
E3	Other (describe):	

Library Collections: The CDS Publishers will collect library data again when a new Academic Libraries Survey is fielded.

Report the number of holdings at the end of the 2002-03 fiscal year for each of the categories below. Refer to the Academic Libraries Survey, Section D "Library Collections," lines 22-26, column 2 for corresponding equivalents.

E4	Books, serial backfiles, and other paper materials (including government documents) (line 22):	
E5	Current serial subscriptions (line 26):	
E6	Microforms (line 24):	
E7	Audiovisual materials (line 25):	
E8	E-books (line 23):	

F. STUDENT LIFE

F1 Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in fall 2004 who fit the following categories:

	First-time, first-year (freshman) students	Undergraduates
F1	Percent who are from out of state (exclude international/nonresident aliens)	14%
F1	Percent of men who join fraternities	
F1	Percent of women who join sororities	
F1	Percent who live in college-owned, -operated, or -affiliated housing	16%
F1	Percent who live off campus or commute	79%
F1	Percent of students age 25 and older	0% 41%
F1	Average age of full-time students	18 20-21
F1	Average age of all students (full- and part-time)	18 22-24

F2 Activities offered Identify those programs available at your institution.

F2	Choral groups	
F2	Concert band	
F2	Dance	
F2	Drama/theater	
F2	Jazz band	
F2	Literary magazine	
F2	Marching band	
F2	Music ensembles	
F2	Musical theater	
F2	Opera	
F2	Pep band	
F2	Radio station	
F2	Student government	X
F2	Student newspaper	
F2	Student-run film society	
F2	Symphony orchestra	
F2	Television station	
F2	Yearbook	

F3 ROTC (program offered in cooperation with Reserve Officers' Training Corps)

	On Campus	At Cooperating Institution	Name of Cooperating Institution
F3	Army ROTC is offered:		
F3	Naval ROTC is offered:		
F3	Air Force ROTC is offered:		

F4 Housing: Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution.

F4	Coed dorms	X
F4	Men's dorms	
F4	Women's dorms	

F4	Apartments for married students	
F4	Apartments for single students	
F4	Special housing for disabled students	
F4	Special housing for international students	
F4	Fraternity/sorority housing	
F4	Cooperative housing	
F4	Other housing options (specify):	

G. ANNUAL EXPENSES

Provide 2005-2006 academic year costs of attendance for the following categories that are applicable to your institution.

Check here if your institution's 2005-2006 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2005-2006 academic year costs of attendance will be available:

G1 Undergraduate full-time tuition, required fees, room and board List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2005-2006 academic year (30 semester or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that all full-time students must pay that are not included in tuition (e.g., registration, health, or activity fees.) Do not include optional fees (e.g., parking, laboratory use).

	First-Year	Undergraduates
G1	PRIVATE INSTITUTIONS	
	Tuition:	\$21,074
G1	PUBLIC INSTITUTIONS	
	Tuition:	
	In-district	
G1	PUBLIC INSTITUTIONS	
	In-state (out-of-district):	
G1	PUBLIC INSTITUTIONS	
	Out-of-state:	
G1	NONRESIDENT ALIENS	
	Tuition:	
G1	REQUIRED FEES:	\$240
G1	ROOM AND BOARD:	
	(on-campus)	\$7,702
G1	ROOM ONLY:	
	(on-campus)	\$4,514
G1	BOARD ONLY:	
	(on-campus meal plan)	
G1	Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and board fees):	
G1	Other:	
G2	Minimum	Maximum

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G2	Number of credits per term a student can take for the stated full-time tuition	12	18
----	--	----	----

G3		Yes	No
G3	Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?		X

G4	If tuition and fees vary by undergraduate instructional program, describe briefly:
----	--

G5 Provide the estimated expenses for a typical full-time undergraduate student:

G5		Residents	Commuters (living at home)	Commuters (not living at home)
G5	Books and supplies	\$1,260	\$1,260	\$1,260
G5	Room only			\$5,850
G5	Board only			\$2,484
G5	Transportation	\$612	\$864	\$990
G5	Other expenses	\$1,872	\$2,286	\$2,286

G6 Undergraduate per-credit-hour charges

G6	PRIVATE INSTITUTIONS:	\$688.00
G6	PUBLIC INSTITUTIONS In-district:	
G6	PUBLIC INSTITUTIONS In-state (out-of-district):	
G6	PUBLIC INSTITUTIONS Out-of-state:	
G6	NONRESIDENT ALIENS:	

H. FINANCIAL AID

Aid Awarded to Enrolled Undergraduates

Enter total dollar amounts **awarded** to enrolled full-time and less than full-time degree-seeking undergraduates (using the same cohort reported in CDS Question B1, "total degree-seeking undergraduates") in the following categories. (Note: If the data being reported are final figures for the 2003-2004 academic year (see the next item below), use the 2003-2004 academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). **Aid that is non-need-based but that was used to meet need should be reported in the need-based aid columns.** (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "non-need-based scholarship or grant aid" on the last page of the definitions section.)

H1		2004-2005 estimated	2003-2004 final
H1	Indicate the academic year for which data are reported for items H1, H2, H2A, and H6 below:	X	
H3	Which needs-analysis methodology does your institution use in awarding institutional aid?		
H3	Federal methodology (FM)	X	
H3	Institutional methodology (IM)		
H3	Both FM and IM		
H1		Need-based \$ (Include non-need-based aid used to meet need.)	Non-need-based \$ (Exclude non-need-based aid used to meet need.)
H1	Scholarships/Grants		
H1	Federal	\$1,971,442	\$0
H1	State (i.e., all states, not only the state in which your institution is located)	\$2,998,225	\$23,674
H1	institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college excluding athletic aid and tuition waivers (which are reported below)	\$4,981,362	\$700,918
H1	Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$92,342	\$46,741
H1	Total Scholarships/Grants	\$10,043,371	\$771,333
H1	Self-Help		
H1	Student loans from all sources (excluding parent loans)	\$7,162,173	\$1,225,101
H1	Federal Work-Study	\$155,913	
H1	State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	\$0	\$0
H1	Total Self-Help	\$7,318,086	\$1,225,101
H1	Other		
H1	Parent Loans	\$1,578,519	\$1,151,303
H1	Tuition Waivers Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	\$67,000	\$4,000
H1	Athletic Awards	\$0	\$0

H2 Number of Enrolled Students Awarded Aid: List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. **Aid that is non-need-based but that was used to meet need should be counted as need-based aid.** Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

H2		First-time Full-time Freshmen	Full-time Undergraduate (Incl. Fresh.)	Less Than Full-time Undergraduate
H2	a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2004 cohort)	143	918	184
H2	b) Number of students in line a who applied for need-based financial aid	110	825	180
H2	c) Number of students in line b who were determined to have financial need	102	777	167
H2	d) Number of students in line c who were awarded any financial aid	102	776	167
H2	e) Number of students in line d who were awarded any need-based scholarship or grant aid	101	742	126
H2	f) Number of students in line d who were awarded any need-based self-help aid	82	676	159
H2	g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	1	7	1
H2	h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	2	25	11
H2	i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	63.7%	60.2%	46.2%
H2	j) The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	\$ 17,208	\$ 16,234	\$ 8,248
H2	k) Average need-based scholarship and grant award of those in line e	\$ 15,153	\$ 12,761	\$ 5,091
H2	l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f	\$ 2,740	\$ 4,628	\$ 4,628
H2	m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who were awarded a need-based loan	\$ 2,545	\$ 4,420	\$ 4,535

H2A Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional--not external--non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

H2A		First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh.)	Less Than Full-time Undergrad
H2A	n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	41	141	17
H2A	o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$ 9,206	\$ 11,044	\$ 7,772
H2A	p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	0	0	0
H2A	q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$ 0	\$ 0	\$ 0

H3 Incorporated into H1 above.

H4	Provide the percentage of the 2004 undergraduate class who graduated between July 1, 2003 and June 30, 2004 and borrowed at any time through any loan programs (federal, state, subsidized, unsubsidized, private, etc.; exclude parent loans). Include only students who borrowed while enrolled at your institution.	86%
H5	Report the average per-borrower cumulative undergraduate indebtedness of those in line H4. Do not include money borrowed at other institutions:	\$11,230

Aid to Undergraduate Degree-seeking Nonresident Aliens (Note: Report numbers and dollar amounts for the same academic year checked in item H1.)

H6 Indicate your institution's policy regarding institutional scholarship and grant aid for undergraduate degree-seeking nonresident aliens:

H6	Institutional need-based scholarship or grant aid is available	
H6	Institutional non-need-based scholarship or grant aid is available	
H6	Institutional scholarship or grant aid is not available	X

H6	If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid:	0
----	---	---

H6	Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	\$0
----	--	-----

H6	Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	\$0
----	--	-----

Process for First-Year/Freshman Students

H7 Check off all financial aid forms domestic first-year (freshman) financial aid applicants must submit:

H7	FAFSA	X
H7	Institution's own financial aid form	X

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H7	CSS/Financial Aid PROFILE	
H7	State aid form	
H7	Noncustodial (Divorced/Separated) Parent's Statement	
H7	Business/Farm Supplement	
H7	Other (specify):	

H8 Check off all financial aid forms nonresident alien first-year financial aid applicants must submit:

H8	Institution's own financial aid form	
H8	CSS/Financial Aid PROFILE	
H8	Foreign Student's Financial Aid Application	
H8	Foreign Student's Certification of Finances	
H8	Other (specify):	

H9 Indicate filing dates for first-year (freshman) students:

H9	Priority date for filing required financial aid forms:	
H9	Deadline for filing required financial aid forms:	
H9	No deadline for filing required forms (applications processed on a rolling basis):	X

H10 Indicate notification dates for first-year (freshman) students (answer a or b):

H10	a) Students notified on or about (date):		
H10		Yes	No
H10	b) Students notified on a rolling basis:	X	
H10	If yes, starting date:		3/15

H11 Indicate reply dates:

H11	Students must reply by (date):	
H11	or within _____ weeks of notification.	2.00

Types of Aid Available

Please check off all types of aid available to undergraduates at your institution:

H12 Loans

H12 FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

H12	Direct Subsidized Stafford Loans	
H12	Direct Unsubsidized Stafford Loans	
H12	Direct PLUS Loans	

H12 FEDERAL FAMILY EDUCATION LOAN PROGRAM (FFEL)

H12	FFEL Subsidized Stafford Loans	X
H12	FFEL Unsubsidized Stafford Loans	X
H12	FFEL PLUS Loans	X

H12	Federal Perkins Loans	X
H12	Federal Nursing Loans	
H12	State Loans	
H12	College/university loans from institutional funds	
H12	Other (specify):	

H13 Scholarships and Grants

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H13 NEED-BASED:		
H13	Federal Pell	X
H13	SEOG	X
H13	State scholarships/grants	X
H13	Private scholarships	X
H13	College/university scholarship or grant aid from institutional funds	X
H13	United Negro College Fund	
H13	Federal Nursing Scholarship	
H13	Other (specify):	

H14 Check off criteria used in awarding institutional aid. Check all that apply.			
H14		Non-Need Based	Need-Based
H14	Academics	X	
H14	Alumni affiliation		
H14	Art		
H14	Athletics		
H14	Job skills		
H14	ROTC		
H14	Leadership		
H14	Minority status		
H14	Music/drama		
H14	Religious affiliation		
H14	State/district residency		

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

Please report the number of instructional faculty members in each category for Fall 2004. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

I1

The following definition of instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey. Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research. Use the chart below to determine inclusions and exclusions:

	Full-time	Part-time
(a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows	Exclude	Include only if they teach one or more non-clinical credit courses
(b) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Include if they teach one or more non-clinical credit courses
(c) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude	Include
(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude
(e) faculty on sabbatical or leave with pay	Include	Exclude
(f) faculty on leave without pay	Exclude	Exclude
(g) replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

Full-time instructional faculty: faculty employed on a full-time basis for instruction (including those with released time for research)

Part-time instructional faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instructional faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

Minority faculty: includes faculty who designate themselves as black, non-Hispanic; American Indian or Alaska Native; Asian or Pacific Islander; or Hispanic.

Doctorate: includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology.

First-professional: includes the fields of dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), law (JD) and theological professions (MDiv, MHL).

Terminal degree: the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts).

	Full-Time	Part-Time	Total
I1 a) Total number of instructional faculty	40	181	221
I1 b) Total number who are members of minority groups	1	35	36
I1 c) Total number who are women	15	74	89
I1 d) Total number who are men	25	107	132
I1 e) Total number who are nonresident aliens (international)	2	24	26
I1 f) Total number with doctorate, first professional, or other terminal degree	35	61	96

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I1	g) Total number whose highest degree is a master's but not a terminal master's	8	105	113
I1	h) Total number whose highest degree is a bachelor's	0	76	76
I1	i) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	0	0	0
I1	j) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students			

I2 Student to Faculty Ratio

Report the Fall 2004 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Do not count undergraduate or graduate student teaching assistants as faculty.

I2	Fall 2004 Student to Faculty ratio	12 to 1	(based on 1294 students and 99.73 faculty).
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I3 Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2004 term.

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.

Class Subsections: A class subsection includes any subsection of a course, such as laboratory, recitation, and discussion subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Undergraduate subsections are defined as any subsections of courses in which degree-seeking undergraduate students enrolled for credit. As above, exclude noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Each class subsection should be counted only once and should not be duplicated because of cross-listings.

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 2004. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

I3 Number of Class Sections with Undergraduates Enrolled

		Undergraduate Class Size (provide numbers)							
I3	CLASS SECTIONS	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
I3		97	189	69	22				377
I3	CLASS SUB-SECTIONS	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
I3									0

J. DEGREES CONFERRED

J1 Degrees conferred between July 1, 2003 and June 30, 2004

J1 For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded. To determine the percentage use majors, not headcount (e.g., students with one degree but a double major will be represented twice). Calculate the percentage from your institution's IPEDS Completions by using the sum of 1st and 2nd majors for each CIP code as the numerator and the sum of the Grand Total by 1st Majors and the Grand Total by 2nd major as the denominator. If you prefer, you can compute the percentages using 1st majors only.

Category	Diploma/Certificates	Associate	Bachelor's	CIP 1990 Categories to Include	CIP 2000 Categories to Include
J1 Agriculture				1 and 2	1
J1 Architecture			31.00%	4	4
J1 Area and ethnic studies				5	5
J1 Biological/life sciences				26	26
J1 Business/marketing			36.00%	8 and 52	52
J1 Communications/communication technologies			1.00%	9 and 10	9 and 10
J1 Computer and information sciences			5.00%	11	11
J1 Education				13	13
J1 Engineering/engineering technologies				14 and 15	14 and 15
J1 English				23	23
J1 Foreign languages and literature				16	16
J1 Health professions and related sciences				51	51
J1 Home economics and vocational home economics				19 and 20	19
J1 Interdisciplinary studies				30	30
J1 Law/legal studies				22	22
J1 Liberal arts/general studies			1.00%	24	24
J1 Library science				25	25
J1 Mathematics				27	27
J1 Military science and technologies				28 and 29	29
J1 Natural resources/environmental science				3	3
J1 Parks and recreation				31	31
J1 Personal and miscellaneous services				12	12
J1 Philosophy, religion, theology				38 and 39	38 and 39
J1 Physical sciences				40 and 41	40 and 41
J1 Protective services/public administration				43 and 44	43 and 44
J1 Psychology			5.00%	42	42
J1 Social sciences and history				45	45 and 54
J1 Trade and industry				46, 47, 48, and 49	46, 47, 48, and 49
J1 Visual and performing arts			20.00%	50	50
J1 Other			1.00%		
J1 TOTAL (should = 100%)	0.00%	0.00%	100.00%		

Common Data Set Definitions
All definitions related to the financial aid section appear at the end of the Definitions document.
Items preceded by an asterisk (*) represent definitions agreed to among publishers which do not appear on the CDS document but may be present on individual publishers' surveys.
*Academic advisement: Plan under which each student is assigned to a faculty member or a trained adviser, who, through regular meetings, helps the student plan and implement immediate and long-term academic and vocational goals.
Accelerated program: Completion of a college program of study in fewer than the usual number of years, most often by attending summer sessions and carrying extra courses during the regular academic term.
Admitted student: Applicant who is offered admission to a degree-granting program at your institution.
*Adult student services: Admission assistance, support, orientation, and other services expressly for adults who have started college for the first time, or who are re-entering after a lapse of a few years.
American Indian or Alaska native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
Applicant (first-time, first year): An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution).
Application fee: That amount of money that an institution charges for processing a student's application for acceptance. This amount is <i>not</i> creditable toward tuition and required fees, nor is it refundable if the student is not admitted to the institution.
Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.
Associate degree: An award that normally requires at least two but less than four years of full-time equivalent college work.
Bachelor's degree: An award (baccalaureate or equivalent degree, as determined by the Secretary of the U.S. Department of Education) that normally requires at least four years but <i>not</i> more than five years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a five-year cooperative (work-study plan) program. (A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies.) Also, it includes bachelor's degrees in which the normal four years of work are completed in three years.
Black, non-Hispanic: A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).
Board (charges): Assume average cost for 19 meals per week or the maximum meal plan.
Books and supplies (costs): Average cost of books and supplies. Do not include unusual costs for special groups of students (e.g., engineering or art majors), unless they constitute the majority of students at your institution.
Calendar system: The method by which an institution structures most of its courses for the academic year.
*Career and placement services: A range of services, including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; interest inventories, personal counseling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment and those seeking permanent positions; establishment of a permanent reference folder; career resource materials.
Carnegie units: One year of study or the equivalent in a secondary school subject.

Certificate: See Postsecondary award, certificate, or diploma.
Class rank: The relative numerical position of a student in his or her graduating class, calculated by the high school on the basis of grade-point average, whether weighted or unweighted.
College-preparatory program: Courses in academic subjects (English, history and social studies, foreign languages, mathematics, science, and the arts) that stress preparation for college or university study.
Common Application: The standard application form distributed by the National Association of Secondary School Principals for a large number of private colleges who are members of the Common Application Group.
*Community service program: Referral center for students wishing to perform volunteer work in the community or participate in volunteer activities coordinated by academic departments.
Commuter: A student who lives off campus in housing that is not owned by, operated by, or affiliated with the college. This category includes students who commute from home and students who have moved to the area to attend college.
Contact hour: A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour.
Continuous basis (for program enrollment): A calendar system classification that is used by institutions that enroll students at any time during the academic year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.
Cooperative housing: College-owned, -operated, or -affiliated housing in which students share room and board expenses and participate in household chores to reduce living expenses.
Cooperative (work-study plan) program: A program that provides for alternate class attendance and employment in business, industry, or government.
*Counseling service: Activities designed to assist students in making plans and decisions related to their education, career, or personal development.
Credit: Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.
Credit course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.
Credit hour: A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.
Cross-registration: A system whereby students enrolled at one institution may take courses at another institution without having to apply to the second institution.
Deferred admission: The practice of permitting admitted students to postpone enrollment, usually for a period of one academic term or one year.
Degree: An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.
Degree-seeking students: Students enrolled in courses for credit who are recognized by the institution as seeking a degree or formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.
Differs by program (calendar system): A calendar system classification that is used by institutions that have occupational/vocational programs of varying length. These schools may enroll students at specific times depending on the program desired. For example, a school might offer a two-month program in January, March, May, September, and November; and a three-month program in January, April, and October.
Diploma: See Postsecondary award, certificate, or diploma.
Distance learning: An option for earning course credit at off-campus locations via cable television, internet, satellite classes, videotapes, correspondence courses, or other means.

<p>Doctoral degree: The highest award a student can earn for graduate study. The doctoral degree classification includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology. For the Doctor of Public Health degree, the prior degree is generally earned in the closely related field of medicine or in sanitary engineering.</p>
<p>Double major: Program in which students may complete two undergraduate programs of study simultaneously.</p>
<p>Dual enrollment: A program through which high school students may enroll in college courses while still enrolled in high school. Students are not required to apply for admission to the college in order to participate.</p>
<p>Early action plan: An admission plan that allows students to apply and be notified of an admission decision well in advance of the regular notification dates. If admitted, the candidate is not committed to enroll; the student may reply to the offer under the college's regular reply policy.</p>
<p>Early admission: A policy under which students who have not completed high school are admitted and enroll full time in college, usually after completion of their junior year.</p>
<p>Early decision plan: A plan that permits students to apply and be notified of an admission decision (and financial aid offer if applicable) well in advance of the regular notification date. Applicants agree to accept an offer of admission and, if admitted, to withdraw their applications from other colleges. There are three possible decisions for early decision applicants; admitted, denied, or not admitted but forwarded for consideration with the regular applicant pool, without prejudice.</p>
<p>English as a Second Language (ESL): A course of study designed specifically for students whose native language is not English.</p>
<p>Exchange student program-domestic: Any arrangement between a student and a college that permits study for a semester or more at another college in the United States without extending the amount of time required for a degree. See also Study abroad.</p>
<p>External degree program: A program of study in which students earn credits toward a degree through independent study, college courses, proficiency examinations, and personal experience. External degree programs require minimal or no classroom attendance.</p>
<p>Extracurricular activities (as admission factor): Special consideration in the admissions process given for participation in both school and nonschool-related activities of interest to the college, such as clubs, hobbies, student government, athletics, performing arts, etc.</p>
<p>First professional certificate (postdegree): An award that requires completion of an organized program of study designed for persons who have completed the first professional degree. Examples could be refresher courses or additional units of study in a specialty or subspecialty.</p>
<p>First professional degree: An award in one of the following fields: Chiropractic (DC, DCM), dentistry (DDS, DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), rabbinical and Talmudic studies (MHL, Rav), Pharmacy (BPharm, PharmD), podiatry (PodD, DP, DPM), veterinary medicine (DVM), law (LLB, JD), divinity/ministry (BD, MDiv).</p>
<p>First-time student: A student attending any institution for the first time at the level enrolled. Includes students enrolled in the fall term who attended a postsecondary institution for the first time at the same level in the prior summer term. Also includes students who entered with advanced standing (college credit earned before graduation from high school).</p>
<p>First-time, first-year (freshman) student: A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).</p>
<p>First-year student: A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 contact hours.</p>
<p>Freshman: A first-year undergraduate student.</p>

<p>*Freshman/new student orientation: Orientation addressing the academic, social, emotional, and intellectual issues involved in beginning college. May be a few hours or a few days in length; at some colleges, there is a fee.</p>
<p>Full-time student (undergraduate): A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term.</p>
<p>Geographical residence (as admission factor): Special consideration in the admission process given to students from a particular region, state, or country of residence.</p>
<p>Grade-point average (academic high school GPA): The sum of grade points a student has earned in secondary school divided by the number of courses taken. The most common system of assigning numbers to grades counts four points for an A, three points for a B, two points for a C, one point for a D, and no points for an E or F. Unweighted GPA's assign the same weight to each course. Weighting gives students additional points for their grades in advanced or honors courses.</p>
<p>Graduate student: A student who holds a bachelor's or first professional degree, or equivalent, and is taking courses at the post-baccalaureate level.</p>
<p>*Health services: Free or low cost on-campus primary and preventive health care available to students.</p>
<p>High school diploma or recognized equivalent: A document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of satisfactory scores on the Tests of General Educational Development (GED), or another state-specified examination.</p>
<p>Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.</p>
<p>Honors program: Any special program for very able students offering the opportunity for educational enrichment, independent study, acceleration, or some combination of these.</p>
<p>Independent study: Academic work chosen or designed by the student with the approval of the department concerned, under an instructor's supervision, and usually undertaken outside of the regular classroom structure.</p>
<p>In-state tuition: The tuition charged by institutions to those students who meet the state's or institution's residency requirements.</p>
<p>International student: See Nonresident alien.</p>
<p>Internship: Any short-term, supervised work experience usually related to a student's major field, for which the student earns academic credit. The work can be full- or part-time, on- or off-campus, paid or unpaid.</p>
<p>*Learning center: Center offering assistance through tutors, workshops, computer programs, or audiovisual equipment in reading, writing, math, and skills such as taking notes, managing time, taking tests.</p>
<p>*Legal services: Free or low cost legal advice for a range of issues (personal and other).</p>
<p>Liberal arts/career combination: Program in which a student earns undergraduate degrees in two separate fields, one in a liberal arts major and the other in a professional or specialized major, whether on campus or through cross-registration.</p>
<p>Master's degree: An award that requires the successful completion of a program of study of at least the full-time equivalent of one but not more than two academic years of work beyond the bachelor's degree.</p>
<p>Minority affiliation (as admission factor): Special consideration in the admission process for members of designated racial/ethnic minority groups.</p>
<p>*Minority student center: Center with programs, activities, and/or services intended to enhance the college experience of students of color.</p>
<p>Nonresident alien: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.</p>
<p>*On-campus day care: Licensed day care for students' children (usually age 3 and up); usually for a fee.</p>

Open admission: Admission policy under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications.
Other expenses (costs): Include average costs for clothing, laundry, entertainment, medical (if not a required fee), and furnishings.
Out-of-state tuition: The tuition charged by institutions to those students who do not meet the institution's or state's residency requirements.
Part-time student (undergraduate): A student enrolled for fewer than 12 credits per semester or quarter, or fewer than 24 contact hours a week each term.
*Personal counseling: One-on-one or group counseling with trained professionals for students who want to explore personal, educational, or vocational issues.
Post-baccalaureate certificate: An award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying the title of master.
Post-master's certificate: An award that requires completion of an organized program of study of 24 credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctoral level.
Postsecondary award, certificate, or diploma: Includes the following three IPEDS definitions for postsecondary awards, certificates, and diplomas of varying durations and credit/contact hour requirements—
<i>Less Than 1 Academic Year:</i> Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters) or in less than 900 contact hours by a student enrolled full-time.
<i>At Least 1 But Less Than 2 Academic Years:</i> Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.
<i>At Least 2 But Less Than 4 Academic Years:</i> Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 credit hours, or in at least 1,800 but less than 3,600 contact hours.
Private institution: An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials.
Private for-profit institution: A private institution in which the individual(s) or agency in control receives compensation, other than wages, rent, or other expenses for the assumption of risk.
Private nonprofit institution: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.
Proprietary institution: See Private for-profit institution .
Public institution: An educational institution whose programs and activities are operated by publicly elected or appointed school officials, and which is supported primarily by public funds.
Quarter calendar system: A calendar system in which the academic year consists of three sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks. There may be an additional quarter in the summer.
Race/ethnicity: Category used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.
Race/ethnicity unknown: Category used to classify students or employees whose race/ethnicity is not known and whom institutions are unable to place in one of the specified racial/ethnic categories.

<p>Religious affiliation/commitment (as admission factor): Special consideration given in the admission process for affiliation with a certain church or faith/religion, commitment to a religious vocation, or observance of certain religious tenets/lifestyle.</p>
<p>*Religious counseling: One-on-one or group counseling with trained professionals for students who want to explore religious problems or issues.</p>
<p>*Remedial services: Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.</p>
<p>Required fees: Fixed sum charged to students for items not covered by tuition and required of such a large proportion of all students that the student who does NOT pay is the exception. Do not include application fees or optional fees such as lab fees or parking fees.</p>
<p>Resident alien or other eligible non-citizen: A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card [Form I-551 or I-151], a Temporary Resident Card [Form I-688], or an Arrival-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).</p>
<p>Room and board (charges)—on campus: Assume double occupancy in institutional housing and 19 meals per week (or maximum meal plan).</p>
<p>Secondary school record (as admission factor): Information maintained by the secondary school that may include such things as the student's high school transcript, class rank, GPA, and teacher and counselor recommendations.</p>
<p>Semester calendar system: A calendar system that consists of two semesters during the academic year with about 16 weeks for each semester of instruction. There may be an additional summer session.</p>
<p>Student-designed major: A program of study based on individual interests, designed with the assistance of an adviser.</p>
<p>Study abroad: Any arrangement by which a student completes part of the college program studying in another country. Can be at a campus abroad or through a cooperative agreement with some other U.S. college or an institution of another country.</p>
<p>*Summer session: A summer session is shorter than a regular semester and not considered part of the academic year. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have 2 or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.</p>
<p>Talent/ability (as admission factor): Special consideration given to students with demonstrated talent/abilities in areas of interest to the institution (e.g., sports, the arts, languages, etc.).</p>
<p>Teacher certification program: Program designed to prepare students to meet the requirements for certification as teachers in elementary, middle/junior high, and secondary schools.</p>
<p>Transfer applicant: An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has previously attended another college or university and earned college-level credit.</p>
<p>Transfer student: A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate). The student may transfer with or without credit.</p>
<p>Transportation (costs): Assume two round trips to student's hometown per year for students in institutional housing or daily travel to and from your institution for commuter students.</p>
<p>Trimester calendar system: An academic year consisting of 3 terms of about 15 weeks each.</p>
<p>Tuition: Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.</p>
<p>*Tutoring: May range from one-on-one tutoring in specific subjects to tutoring in an area such as math, reading, or writing. Most tutors are college students; at some colleges, they are specially trained and certified.</p>

Unit: a standard of measurement representing hours of academic instruction (e.g., semester credit, quarter credit, contact hour).
Undergraduate: A student enrolled in a four- or five-year bachelor's degree program, an associate degree program, or a vocational or technical program below the baccalaureate.
*Veteran's counseling: Helps veterans and their dependents obtain benefits for their selected program and provides certifications to the Veteran's Administration. May also provide personal counseling on the transition from the military to a civilian life.
*Visually impaired: Any person whose sight loss is not correctable and is sufficiently severe as to adversely affect educational performance.
Volunteer work (as admission factor): Special consideration given to students for activity done on a volunteer basis (e.g., tutoring, hospital care, working with the elderly or disabled) as a service to the community or the public in general.
Wait list: List of students who meet the admission requirements but will only be offered a place in the class if space becomes available.
Weekend college: A program that allows students to take a complete course of study and attend classes only on weekends.
White, non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).
*Women's center: Center with programs, academic activities, and/or services intended to promote an understanding of the evolving roles of women.
Work experience (as admission factor): Special consideration given to students who have been employed prior to application, whether for relevance to major, demonstration of employment-related skills, or as explanation of student's academic and extracurricular record.
Financial Aid Definitions
Awarded aid: The dollar amounts offered to financial aid applicants.
Financial aid applicant: Any applicant who submits any one of the institutionally required financial aid applications/forms, such as the FAFSA.
Indebtedness: Aggregate dollar amount borrowed through any loan programs (federal, state, subsidized, unsubsidized, private, etc.; excluding parent loans) while the student was enrolled at an institution. Student loans co-signed by a parent are assumed to be the responsibility of the student and should be included.
Institutional and external funds: Endowment, alumni, or external monies for which the institution determines the recipient or the dollar amount awarded.
Financial need: As determined by your institution using the federal methodology and/or your institution's own standards.
Need-based aid: College-funded or college-administered award from institutional, state, federal, or other sources for which a student must have financial need to qualify. This includes both institutional and noninstitutional student aid (grants, jobs, and loans).
Need-based scholarship or grant aid: Scholarships and grants from institutional, state, federal, or other sources for which a student must have financial need to qualify.
Need-based self-help aid: Loans and jobs from institutional, state, federal, or other sources for which a student must demonstrate financial need to qualify.
Non-need-based scholarship or grant aid: Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. When reporting questions H1 and H2, non-need-based aid that is used to meet need should be counted as need-based aid.
Note: Suggested order of precedence for counting non-need money as need-based:
Non-need institutional grants
Non-need tuition waivers

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Non-need athletic awards
Non-need federal grants
Non-need state grants
Non-need outside grants
Non-need student loans
Non-need parent loans
Non-need work
Non-need-based self-help aid: Loans and jobs from institutional, state, or other sources for which a student need not demonstrate financial need to qualify.
Scholarships/grants from external sources: Monies received from outside (private) sources that the student brings with them (e.g., Kiwanis, National Merit scholarships). The institution may process paperwork to receive the dollars, but it has no role in determining the recipient or the dollar amount awarded.
Work study and employment: Federal and state work study aid, and any employment packaged by your institution in financial aid awards.

SUMMARY OF SIGNIFICANT CHANGES TO THE CDS FOR 2005-06

The items listed below are shaded in yellow throughout the spreadsheet's worksheets.

CHANGED ITEMS

A1	New address requested (if relevant)
C2	Wait list question
C7	Several new categories added; some wording changes
C8	Significant changes to test requirement question
C11	New GPA bands
C13	Fee information for on-line applications
C17	Housing deposit item added
C22	Early action "restrictive" added
G6	per credit hour clarified (tuition only)
H7 and H8	Forms updated; H8 moved up to follow H6 (to keep international info together)
Section J	every CIP heading now has a row

PERMANENTLY DELETED OR TEMPORARILY DISCONTINUED ITEMS

E4-E8	The "Library Collections" section has been removed until a new Academic Libraries Survey is in the field.
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A. General Information

A0 Respondent Information (Not for Publication)

A0	Name:	Jan Leath
A0	Title:	Articulation Officer
A0	Office:	Enrollment Services
A0	Mailing Address:	7500 Glenoaks Blvd.
A0	City/State/Zip/Country:	Burbank, CA 91510-7846
A0	Phone:	(818)767-0888
A0	Fax:	(818)767-4818
A0	E-mail Address:	jan.leath@woodbury.edu
A0	Are your responses to the CDS posted for reference on your institution's Web site?	<input type="checkbox"/> Yes <input type="checkbox"/> No
A0	If yes, please provide the URL of the corresponding Web page:	

A0A We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

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A1 Address Information

A1	Name of College/University:	Woodbury University
A1	Mailing Address:	7500 Glenoaks Blvd.
A1	City/State/Zip/Country:	Burbank, CA 91510-7846
A1	Street Address (if different):	
A1	City/State/Zip/Country:	
A1	Main Phone Number:	(818)767-0888
A1	WWW Home Page Address:	www.woodbury.edu
A1	Admissions Phone Number:	(818)767-0888
A1	Admissions Toll-Free Phone Number:	(800)794-9883
A1	Admissions Office Mailing Address:	7500 Glenoaks Blvd.
A1	City/State/Zip/Country:	Burbank, CA 91510-7846
A1	Admissions Fax Number:	(818)767-7520
A1	Admissions E-mail Address:	admissions@woodbury.edu
A1	If there is a separate URL for your school's online application, please specify:	
A1	If you have a mailing address other than the above to which applications should be sent, please provide:	

A2 Source of Institutional control (Check only one):

A2	Public	<input type="checkbox"/>
A2	Private (nonprofit)	<input checked="" type="checkbox"/>
A2	Proprietary	<input type="checkbox"/>

A3 Classify your undergraduate institution:

A3	Coeducational college	<input checked="" type="checkbox"/>
A3	Men's college	<input type="checkbox"/>
A3	Women's college	<input type="checkbox"/>

A4 Academic year calendar:

A4	Semester	<input checked="" type="checkbox"/>
A4	Quarter	<input type="checkbox"/>
A4	Trimester	<input type="checkbox"/>
A4	4-1-4	<input type="checkbox"/>
A4	Continuous	<input type="checkbox"/>
A4	Differs by program (describe):	<input type="checkbox"/>
A4	Other (describe):	<input type="checkbox"/>

A5 Degrees offered by your institution:

A5	Certificate	<input type="checkbox"/>
A5	Diploma	<input type="checkbox"/>
A5	Associate	<input type="checkbox"/>
A5	Transfer Associate	<input type="checkbox"/>
A5	Terminal Associate	<input type="checkbox"/>
A5	Bachelor's	<input checked="" type="checkbox"/>
A5	Postbachelor's certificate	<input type="checkbox"/>
A5	Master's	<input checked="" type="checkbox"/>
A5	Post-master's certificate	<input type="checkbox"/>
A5	Doctoral	<input type="checkbox"/>
A5	First professional	<input type="checkbox"/>
A5	First professional certificate	<input type="checkbox"/>

B. ENROLLMENT AND PERSISTENCE

B1 Institutional Enrollment - Men and Women Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2005.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	36	95	0	0
Other first-year, degree-seeking				
All other degree-seeking	397	499	76	155
Total degree-seeking	433	594	76	155
All other undergraduates enrolled in credit courses			1	8
Total undergraduates	433	594	77	163
First-Professional				
First-time, first-professional students				
All other first-professionals				
Total first-professional	0	0	0	0
Graduate				
Degree-seeking, first-time				
All other degree-seeking	45	41	30	53
All other graduates enrolled in credit courses				
Total graduate	45	41	30	53
Total all undergraduates				1,267
Total all graduate and professional students				169
GRAND TOTAL ALL STUDENTS				1,436

B2 Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2005. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.

	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresident aliens	7	76	76
Black, non-Hispanic	11	75	77
American Indian or Alaska Native	0	1	1
Asian or Pacific Islander	7	133	134
Hispanic	47	434	436
White, non-Hispanic	58	534	538
Race/ethnicity unknown	1	5	5
TOTAL	131	1,258	1,267

Persistence

B3 Number of degrees awarded from July 1, 2004 to June 30, 2005

B3 Certificate/diploma	
B3 Associate degrees	
B3 Bachelor's degrees	255

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B3	Postbachelor's certificates	
B3	Master's degrees	76
B3	Post-Master's certificates	
B3	Doctoral degrees	
B3	First professional degrees	
B3	First professional certificates	

Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2005 Web-based survey.

For Bachelor's or Equivalent Programs

Please provide data for the fall 1999 cohort if available. If fall 1999 cohort data are not available, provide data for the fall 1998 cohort.

Fall 1999 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 1999. Include in the cohort those who entered your institution during the summer term preceding fall 1999.

B4	Initial 1999 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:	134
B5	Of the initial 1999 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	0
B6	Final 1999 cohort, after adjusting for allowable exclusions: (subtract question B5 from question B4)	134
B7	Of the initial 1999 cohort, how many completed the program in four years or less (by August 31, 2003):	31
B8	Of the initial 1999 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2003 and by August 31, 2004):	32
B9	Of the initial 1999 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2004 and by August 31, 2005):	7
B10	Total graduating within six years (sum of questions B7, B8, and B9):	70
B11	Six-year graduation rate for 1999 cohort (question B10 divided by question B6):	5200%

Fall 1998 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 1998. Include in the cohort those who entered your institution during the summer term preceding fall 1998.

B4	Initial 1998 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:	103
B5	Of the initial 1998 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	0

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B6	Final 1998 cohort, after adjusting for allowable exclusions: (subtract question B5 from question B4)	103
B7	Of the initial 1998 cohort, how many completed the program in four years or less (by August 31, 2002):	37
B8	Of the initial 1998 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2002 and by August 31, 2003):	13
B9	Of the initial 1998 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2003 and by August 31, 2004):	9
B10	Total graduating within six years (sum of questions B7, B8, and B9):	59
B11	Six-year graduation rate for 1998 cohort (question B10 divided by question B6):	5700%

For Two-Year Institutions

Please provide data for the 2002 cohort if available. If 2002 cohort data are not available, provide data for the 2001 cohort.

2002 Cohort

B12	Initial 2001 cohort, total of first-time, full-time degree/certificate-seeking students:	
B13	Of the initial 2002 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	
B14	Final 2002 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):	0
B15	Completers of programs of less than two years duration (total):	
B16	Completers of programs of less than two years within 150 percent of normal time:	
B17	Completers of programs of at least two but less than four years (total):	
B18	Completers of programs of at least two but less than four-years within 150 percent of normal time:	
B19	Total transfers-out (within three years) to other institutions:	
B20	Total transfers to two-year institutions:	
B21	Total transfers to four-year institutions:	

2001 Cohort

B12	Initial 2001 cohort, total of first-time, full-time degree/certificate-seeking students:	
B13	Of the initial 2001 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	
B14	Final 2001 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):	0
B15	Completers of programs of less than two years duration (total):	
B16	Completers of programs of less than two years within 150 percent of normal time:	
B17	Completers of programs of at least two but less than four years (total):	
B18	Completers of programs of at least two but less than four-years within 150 percent of normal time:	
B19	Total transfers-out (within three years) to other institutions:	
B20	Total transfers to two-year institutions:	
B21	Total transfers to four-year institutions:	

Retention Rates

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Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2004 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22	For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in fall 2004 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2005?	7200%
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C. FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION**Applications**

- C1 **First-time, first-year, (freshmen) students:** Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in fall 2005. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

C1	Total first-time, first-year (freshman) men who applied	116
C1	Total first-time, first-year (freshman) women who applied	274

C1	Total first-time, first-year (freshman) men who were admitted	101
C1	Total first-time, first-year (freshman) women who were admitted	210

C1	Total full-time, first-time, first-year (freshman) men who enrolled	36
C1	Total part-time, first-time, first-year (freshman) men who enrolled	3

C1	Total full-time, first-time, first-year (freshman) women who enrolled	92
C1	Total part-time, first-time, first-year (freshman) women who enrolled	2

- C2 **Freshman wait-listed students (students who met admission requirements but whose final admission was contingent on space availability)**

	Yes	No
C2	Do you have a policy of placing students on a waiting list?	X

- C2 If yes, please answer the questions below for fall 2004 admissions:

C2	Number of qualified applicants offered a place on waiting list	
C2	Number accepting a place on the waiting list	
C2	Number of wait-listed students admitted	

- C2 Is your waiting list ranked?

- C2 If yes, do you release that information to students?

- C2 Do you release that information to school counselors?

Admission Requirements

- C3 **High school completion requirement**

C3	High school diploma is required and GED is accepted	X
C3	High school diploma is required and GED is not accepted	
C3	High school diploma or equivalent is not required	

- C4 **Does your institution require or recommend a general college-preparatory program for degree-seeking students?**

C4	Require	
C4	Recommend	X
C4	Neither require nor recommend	

- C5 **Distribution of high school units required and/or recommended.** Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.

	Units Required	Units Recommended
C5	Total academic units	15
C5	English	4
C5	Mathematics	3
C5	Science	3
C5	Of these, units that must be lab	2
C5	Foreign language	2

C5	Social studies		3
C5	History		2
C5	Academic electives		
C5	Other (specify)		

Basis for Selection

C6 Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications? If so, check which applies:

C6	Open admission policy as described above for all students	
C6	Open admission policy as described above for most students, but—	
C6	selective admission for out-of-state students	
C6	selective admission to some programs	
C6	other (explain)	

C7 Relative importance of each of the following academic and nonacademic factors in first-time, first-year, degree-seeking (freshman) admission decisions.

C7		Very Important	Important	Considered	Not Considered
C7	Academic				
C7	Rigor of secondary school record	X			
C7	Class rank			X	
C7	Academic GPA				
C7	Standardized test scores	X			
C7	Application Essay			X	
C7	Recommendation(s)		X		
C7	Nonacademic				
C7	Interview				X
C7	Extracurricular activities			X	
C7	Talent/ability				X
C7	Character/personal qualities				X
C7	First generation			X	
C7	Alumni/ae relation			X	
C7	Geographical residence				X
C7	State residency				X
C7	Religious affiliation/commitment				X
C7	Racial/ethnic status				X
C7	Volunteer work			X	
C7	Work experience			X	
C7	Level of applicant's interest			X	

SAT and ACT Policies

C8	Entrance exams	Yes	No
C8A	Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year, degree-seeking applicants?	X	

C8A If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2007.

C8A		ADMISSION				
C8A		Require	Recommend	Require for Some	Consider if Submitted	Not Used
C8A	SAT or ACT					
C8A	ACT only					
C8A	SAT only					
C8A	SAT and SAT Subject Tests					
C8A	SAT and SAT Subject Tests or ACT					
C8A	SAT Subject Tests only					

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C8B If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall

C8B ACT with Writing Component required	
C8B ACT with Writing component recommended	
C8B ACT with or without Writing component accepted	X

C8C Please indicate how your institution will use the SAT or ACT writing component; check all that apply:

C8C For admission	
C8C For placement	
C8C For advising	
C8C In place of an application essay	
C8C As a validity check on the application essay	
C8C No college policy as of now	X

C8D In addition, does your institution use applicants' test scores for academic advising?

C8D	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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C8E Latest date by which SAT or ACT scores must be received for fall-term admission	May 1, 2005
C8E Latest date by which SAT Subject Test scores must be received for fall-term admission	

C8F If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students):

C8G Please indicate which tests your institution uses for placement (e.g., state tests):

C8G SAT			
C8G ACT			
C8G SAT Subject Tests			
C8G AP			
C8G CLEP			
C8G Institutional Exam	X		
C8G State Exam (specify)			

Freshman Profile

Provide percentages for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in fall 2005, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

C9 Percent and number of first-time, first-year (freshman) students enrolled in fall 2005 who submitted national standardized (SAT/ACT) test scores. Include information for ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores. Do not include partial test scores (e.g., mathematics scores but not verbal for a category of students) or combine other standardized test results (such as TOEFL) in this item. The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.

C9 Percent submitting SAT scores	9500%	Number submitting SAT scores	
C9 Percent submitting ACT scores	500%	Number submitting ACT scores	

C9	25th Percentile	75th Percentile
C9 SAT Verbal	400	520
C9 SAT Math	400	520
C9 ACT Composite		
C9 ACT English		
C9 ACT Math		

C9 Percent of first-time, first-year (freshman) students with scores in each range:

	SAT Verbal	SAT Math		
C9 700-800	1.00%	2.00%		
C9 600-699	7.00%	12.00%		
C9 500-599	27.00%	34.00%		
C9 400-499	42.00%	36.00%		
C9 300-399	20.00%	14.00%		
C9 200-299	3.00%	2.00%		
C9 Totals should = 100%	100.00%	100.00%		
	ACT Composite	ACT English	ACT Math	
C9 30-36				
C9 24-29				
C9 18-23				
C9 12-17				
C9 6-11				
C9 Below 6				
C9 Totals should = 100%	0.00%	0.00%	0.00%	

C10 Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges (report information for those students from whom you collected high school rank information).

C10 Percent in top tenth of high school graduating class	24%	
C10 Percent in top quarter of high school graduating class	25%	
C10 Percent in top half of high school graduating class	80%	Top half +
C10 Percent in bottom half of high school graduating class	20%	bottom half = 100%
C10 Percent in bottom quarter of high school graduating class		
C10 Percent of total first-time, first-year (freshmen) students who submitted high school class rank:	50%	

C11 Percentage of all enrolled, degree-seeking, first-time, first-year (freshman) students who had high school grade-point averages within each of the following ranges (using 4.0 scale). Report information only for those students from whom you collected high school GPA.

C11 Percent who had GPA of 3.75 and higher	3.00%
C11 Percent who had GPA between 3.50 and 3.74	25.00%
C11 Percent who had GPA between 3.25 and 3.49	26.00%
C11 Percent who had GPA between 3.00 and 3.24	33.00%
C11 Percent who had GPA between 2.50 and 2.99	9.00%
C11 Percent who had GPA between 2.0 and 2.49	4.00%
C11 Percent who had GPA between 1.0 and 1.99	0.00%
C11 Percent who had GPA below 1.0	0.00%
C11 Totals should = 100%	100.00%

C12 Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA:	3.1
C12 Percent of total first-time, first-year (freshman) students who submitted high school GPA:	100.00%

Admission Policies

C13 Application Fee	Yes	No
C13 Does your institution have an application fee?	X	
C13 Amount of application fee:	\$35.00	
C13	Yes	No
C13 Can it be waived for applicants with financial need?	X	

C13 If you have an application fee and an on-line application option, please indicate policy for students who apply on-line:

C13 Same fee	X
C13 Free	
C13 Reduced	

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C13		Yes	No
C13	Can on-line application fee be waived for applicants with financial need?	X	

C14 Application closing date			
C14		Yes	No
C14	Does your institution have an application closing date?		X
C14	Application closing date (fall):		
C14	Priority date:		3/1

C15		Yes	No
C15	Are first-time, first-year students accepted for terms other than the fall?	X	

C16 Notification to applicants of admission decision sent (fill in one only)

C16	On a rolling basis beginning (date):	X
C16	By (date):	
C16	Other:	

C17 Reply policy for admitted applicants (fill in one only)

C17	Must reply by (date):	6/1
C17	No set date:	
C17	Other:	4 WEEKS
C17	Deadline for housing deposit (MMDD):	5/1
C17	Amount of housing deposit:	
C17	Refundable if student does not enroll?	
C17	Yes, in full:	X
C17	Yes, in part:	
C17	No:	

150

C18 Deferred admission			
C18		Yes	No
C18	Does your institution allow students to postpone enrollment after admission?	X	
C18	If yes, maximum period of postponement:		2 years

C19 Early admission of high school students			
C19		Yes	No
C19	Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation?		X

C20 Common Application			
C20		Yes	No
C20	Will you accept the Common Application distributed by the National Association of Secondary School Principals if submitted?	X	
C20	If "yes," are supplemental forms required?		X
C20	Is your college a member of the Common Application Group?		X

Early Decision and Early Action Plans

C21 Early Decision			
C21		Yes	No

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C21	Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment?		X
-----	---	--	---

C21	If "yes," please complete the following:	
C21	First or only early decision plan closing date	
C21	First or only early decision plan notification date	
C21	Other early decision plan closing date	
C21	Other early decision plan notification date	
C21	For the Fall 2005 entering class:	
C21	Number of early decision applications received by your institution	
C21	Number of applicants admitted under early decision plan	
C21	Please provide significant details about your early decision plan:	

C22	Early action		
C22		Yes	No
C22	Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?		X

C22	If "yes," please complete the following:	
C22	Early action closing date	
C22	Early action notification date	

C22	Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?	
C22	Yes	No
C22		

D. TRANSFER ADMISSION

Fall Applicants

D1		Yes	No
D1	Does your institution enroll transfer students? (If no, please skip to Section E)	X	
D1	If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?	X	

D2 Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2005.

	Applicants	Admitted Applicants	Enrolled Applicants	
D2	Men	86	49	45
D2	Women	201	115	105
D2	Total	287	164	150

Application for Admission

D3 Indicate terms for which transfers may enroll:

D3	Fall	<input checked="" type="checkbox"/>
D3	Winter	<input type="checkbox"/>
D3	Spring	<input checked="" type="checkbox"/>
D3	Summer	<input checked="" type="checkbox"/>

D4		Yes	No
D4	Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?		X
D4	If yes, what is the minimum number of credits and the unit of measure?		

D5 Indicate all items required of transfer students to apply for admission:

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not Required
D5	High school transcript				
D5	College transcript(s)	X			
D5	Essay or personal statement				
D5	Interview		X		
D5	Standardized test scores				
D5	Statement of good standing from prior institution(s)				

D6 If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale):

D7 If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): 2.50

D8 List any other application requirements specific to transfer applicants.

D9 List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a check mark in the "Rolling admission" column.

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
D9 Fall					X
D9 Winter					
D9 Spring					X
D9 Summer					X

	Yes	No
D10 Does an open admission policy, if reported, apply to transfer students?		X

D11 Describe additional requirements for transfer admission, if applicable:

Transfer Credit Policies

D12 Report the lowest grade earned for any course that may be transferred for credit:	C (2.00)
---	----------

	Number	Unit Type
D13 Maximum number of credits or courses that may be transferred from a two-year institution:	81	SEMESTER

	Number	Unit Type
D14 Maximum number of credits or courses that may be transferred from a four-year institution:	81	SEMESTER

D15 Minimum number of credits that transfers must complete at your institution to earn an associate degree:	
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D16 Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:	45.00
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D17 Describe other transfer credit policies:

E. ACADEMIC OFFERINGS AND POLICIES

E1 Special study options: Identify those programs available at your institution. Refer to the glossary for definitions.

E1	Accelerated program	X
E1	Cooperative (work-study) program	
E1	Cross-registration	
E1	Distance learning	
E1	Double major	X
E1	Dual enrollment	
E1	English as a Second Language (ESL)	
E1	Exchange student program (domestic)	
E1	External degree program	
E1	Honors Program	
E1	Independent study	X
E1	Internships	X
E1	Liberal arts/career combination	X
E1	Student-designed major	
E1	Study abroad	X
E1	Teacher certification program	
E1	Weekend college	X
E1	Other (specify):	

E2 This question has been removed from the Common Data Set.

E3 Areas in which all or most students are required to complete some course work prior to graduation:

E3	Arts/fine arts	X
E3	Computer literacy	X
E3	English (including composition)	X
E3	Foreign languages	
E3	History	X
E3	Humanities	X
E3	Mathematics	X
E3	Philosophy	X
E3	Sciences (biological or physical)	X
E3	Social science	X
E3	Other (describe):	

Library Collections: The CDS Publishers will collect library data again when a new Academic Libraries Survey is in place.

F. STUDENT LIFE

F1 Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in fall 2005 who fit the following categories:

F1		First-time, first-year (freshman) students	Undergraduates
F1	Percent who are from out of state (exclude international/nonresident aliens)	20%	20%
F1	Percent of men who join fraternities	15%	15%
F1	Percent of women who join sororities	15%	15%
F1	Percent who live in college-owned, -operated, or -affiliated housing	30%	24%
F1	Percent who live off campus or commute	70%	76%
F1	Percent of students age 25 and older	0%	28%
F1	Average age of full-time students	18	21
F1	Average age of all students (full- and part-time)	18	22

F2 **Activities offered** Identify those programs available at your institution.

F2	Choral groups	
F2	Concert band	
F2	Dance	
F2	Drama/theater	
F2	Jazz band	
F2	Literary magazine	X
F2	Marching band	
F2	Music ensembles	
F2	Musical theater	
F2	Opera	
F2	Pep band	
F2	Radio station	
F2	Student government	X
F2	Student newspaper	X
F2	Student-run film society	X
F2	Symphony orchestra	
F2	Television station	
F2	Yearbook	

F3 **ROTC** (program offered in cooperation with Reserve Officers' Training Corps)

F3		On Campus	At Cooperating Institution	Name of Cooperating Institution
F3	Army ROTC is offered:			
F3	Naval ROTC is offered:			
F3	Air Force ROTC is offered:			

F4 **Housing:** Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution.

F4	Coed dorms	X
F4	Men's dorms	
F4	Women's dorms	
F4	Apartments for married students	
F4	Apartments for single students	X

F4	Special housing for disabled students	
F4	Special housing for international students	
F4	Fraternity/sorority housing	
F4	Cooperative housing	
F4	Other housing options (specify):	

G. ANNUAL EXPENSES

Provide 2006-2007 academic year costs of attendance for the following categories that are applicable to your institution.

Check here if your institution's 2006-2007 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2006-2007 academic year costs of attendance will be available:

G1 Undergraduate full-time tuition, required fees, room and board List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2006-2007 academic year (30 semester or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that all full-time students must pay that are not included in tuition (e.g., registration, health, or activity fees.) Do not include optional fees (e.g., parking, laboratory use).

G1		First-Year	Undergraduates
G1	PRIVATE INSTITUTIONS Tuition:	\$23,234	\$23,234
G1	PUBLIC INSTITUTIONS Tuition: In-district		
G1	PUBLIC INSTITUTIONS In-state (out-of-district)		
G1	PUBLIC INSTITUTIONS Out-of-state:		
G1	NONRESIDENT ALIENS Tuition:		
G1	REQUIRED FEES:	\$240	\$240
G1	ROOM AND BOARD: (on-campus)	\$8,198	\$8,198
G1	ROOM ONLY: (on-campus)	\$5,000	\$5,000
G1	BOARD ONLY: (on-campus meal plan)	\$3,196	\$3,196
G1	Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and board fees):		

G1 Other:

G2		Minimum	Maximum
G2	Number of credits per term a student can take for the stated full-time tuition	12	18

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G3		Yes	No
G3	Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?		X

G4	If tuition and fees vary by undergraduate instructional program, describe briefly. Architecture & Interior Architecture have different fee (higher) structure
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G5 Provide the estimated expenses for a typical full-time undergraduate student:

G5	Residents	Commuters (living at home)	Commuters (not living at home)
G5	Books and supplies	\$1,314	\$1,314
G5	Room only		\$6,174
G5	Board only		\$2,736
G5	Transportation	\$774	\$954
G5	Other expenses	\$2,088	\$2,466

G6	Undergraduate per-credit-hour charges (tuition only)
G6	PRIVATE INSTITUTIONS: \$758.00
G6	PUBLIC INSTITUTIONS In-district:
G6	PUBLIC INSTITUTIONS In-state (out-of-district):
G6	PUBLIC INSTITUTIONS Out-of-state:
G6	NONRESIDENT ALIENS:

H. FINANCIAL AID

Aid Awarded to Enrolled Undergraduates

Enter total dollar amounts awarded to enrolled full-time and less than full-time degree-seeking undergraduates (using the same cohort reported in CDS Question B1, "total degree-seeking" undergraduates) in the following categories. (Note: If the data being reported are final figures for the 2004-2005 academic year (see the next item below), use the 2004-2005 academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). **Aid that is non-need-based but that was used to meet need should be reported in the need-based aid columns.** (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "non-need-based scholarship or grant aid" on the last page of the definitions section.)

H1		2005-2006 estimated	2004-2005 final
H1	Indicate the academic year for which data are reported for items H1, H2, H2A, and H6 below:	X	
H3	Which needs-analysis methodology does your institution use in awarding institutional aid?		
H3	Federal methodology (FM)	X	
H3	Institutional methodology (IM)		
H3	Both FM and IM		
H1		Need-based \$ <small>(Include non-need-based aid used to meet need.)</small>	Non-need-based \$ <small>(Exclude non-need-based aid used to meet need.)</small>
H1	Scholarships/Grants		
H1	Federal	\$2,027,460	\$0
H1	State (i.e., all states, not only the state in which your institution is located)	\$3,462,527	\$15,287
H1	Institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college excluding athletic aid and tuition waivers (which are reported below)	\$5,378,361	\$757,112
H1	Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$146,451	\$36,808
H1	Total Scholarships/Grants	\$11,014,799	\$809,207
H1	Self-Help		
H1	Student loans from all sources (excluding parent loans)	\$7,322,963	\$1,081,568
H1	Federal Work-Study	\$99,619	
H1	State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)		
H1	Total Self-Help	\$7,422,582	\$1,081,568
H1	Other		
H1	Parent Loans	\$1,698,783	\$1,598,701
H1	Tuition Waivers <small>Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.</small>	\$82,000	\$7,000
H1	Athletic Awards	\$0	\$0

H2 Number of Enrolled Students Awarded Aid: List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. **Aid that is non-need-based but that was used to meet need should be counted as need-based aid.** Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

H2		First-time Full-time Freshmen	Full-time Undergraduate (Incl. Fresh.)	Less Than Full-time Undergraduate
H2	a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2005 cohort)	254	1119	132
H2	b) Number of students in line a who applied for need-based financial aid	109	884	122
H2	c) Number of students in line b who were determined to have financial need	103	826	110
H2	d) Number of students in line c who were awarded any financial aid	103	820	109
H2	e) Number of students in line d who were awarded any need-based scholarship or grant aid	103	788	86
H2	f) Number of students in line d who were awarded any need-based self-help aid	83	733	99
H2	g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	4	17	0
H2	h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	5	42	9
H2	i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	62.0%	59.6%	46.5%
H2	j) The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	\$ 17,683	\$ 17,132	\$ 8,382
H2	k) Average need-based scholarship and grant award of those in line e	\$ 15,470	\$ 13,499	\$ 5,335
H2	l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f	\$ 2,746	\$ 4,652	\$ 4,594
H2	m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who were awarded a need-based loan	\$ 2,649	\$ 4,521	\$ 4,557

H2A Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional--not external--non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

H2A		First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh.)	Less Than Full-time Undergrad
H2A	n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	29	133	16
H2A	o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$ 10,561	\$ 13,031	\$ 8,557
H2A	p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	0	0	0

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H2A	q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$ 0	\$ 0	\$ 0
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H3 Incorporated into H1 above.

H4	Provide the percentage of the 2005 undergraduate class who graduated between July 1, 2004 and June 30, 2005 and borrowed at any time through any loan programs (federal, state, subsidized, unsubsidized, private, etc.; exclude parent loans). Include only students who borrowed while enrolled at your institution.	91%
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H5	Report the average per-borrower cumulative undergraduate indebtedness of those in line H4. Do not include money borrowed at other institutions:	\$20,134
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Aid to Undergraduate Degree-seeking Nonresident Aliens (Note: Report numbers and dollar amounts for the same academic year checked in item H1.)

H6 Indicate your institution's policy regarding institutional scholarship and grant aid for undergraduate degree-seeking nonresident aliens:

H6	Institutional need-based scholarship or grant aid is available	
H6	Institutional non-need-based scholarship or grant aid is available	
H6	Institutional scholarship or grant aid is not available	X

H6	If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid:	
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H6	Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	
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H6	Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	
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H7 Check off all financial aid forms nonresident alien first-year financial aid applicants must submit.

H7	Institution's own financial aid form	
H7	CSS/Financial Aid PROFILE	
H7	International Student's Financial Aid Application	
H7	International Student's Certification of Finances	
H7	Other (specify):	

Process for First-Year/Freshman Students

H8 Check off all financial aid forms domestic first-year (freshman) financial aid applicants must submit:

H8	FAFSA	X
H8	Institution's own financial aid form	X
H8	CSS/Financial Aid PROFILE	
H8	State aid form	
H8	Noncustodial PROFILE	
H8	Business/Farm Supplement	
H8	Other (specify):	

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H9	Indicate filing dates for first-year (freshman) students:	
H9	Priority date for filing required financial aid forms:	3/2
H9	Deadline for filing required financial aid forms:	
H9	No deadline for filing required forms (applications processed on a rolling basis):	X

H10	Indicate notification dates for first-year (freshman) students (answer a or b):	
H10	a) Students notified on or about (date):	
H10		No
H10	b) Students notified on a rolling basis:	X
H10	If yes, starting date:	3/15

H11	Indicate reply dates:	
H11	Students must reply by (date):	5/1
H11	or within _____ weeks of notification.	2.00

Types of Aid Available

Please check off all types of aid available to undergraduates at your institution.

H12	Loans	
H12	FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)	
H12	Direct Subsidized Stafford Loans	
H12	Direct Unsubsidized Stafford Loans	
H12	Direct PLUS Loans	

H12	FEDERAL FAMILY EDUCATION LOAN PROGRAM (FFEL)	
H12	FFEL Subsidized Stafford Loans	X
H12	FFEL Unsubsidized Stafford Loans	X
H12	FFEL PLUS Loans	X

H12	Federal Perkins Loans	X
H12	Federal Nursing Loans	
H12	State Loans	
H12	College/university loans from institutional funds	
H12	Other (specify):	

H13	Scholarships and Grants	
H13	NEED-BASED:	
H13	Federal Pell	X
H13	SEOG	X
H13	State scholarships/grants	X
H13	Private scholarships	X
H13	College/university scholarship or grant aid from institutional funds	X
H13	United Negro College Fund	
H13	Federal Nursing Scholarship	
H13	Other (specify):	

H14	Check off criteria used in awarding institutional aid. Check all that apply.		
H14		Non-Need Based	Need-Based
H14	Academics	X	X
H14	Alumni affiliation		
H14	Art		
H14	Athletics		

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H14	Job skills		
H14	ROTC		
H14	Leadership		
H14	Minority status		
H14	Music/drama		
H14	Religious affiliation		
H14	State/district residency		

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

Please report the number of instructional faculty members in each category for Fall 2005. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

H

The following definition of instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey. Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research. Use the chart below to determine inclusions and exclusions:

	Full-time	Part-time
(a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows	Exclude	Include only if they teach one or more non-clinical credit courses
(b) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Include if they teach one or more non-clinical credit courses
(c) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude	Include
(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude
(e) faculty on sabbatical or leave with pay	Include	Exclude
(f) faculty on leave without pay	Exclude	Exclude
(g) replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

Full-time instructional faculty: faculty employed on a full-time basis for instruction (including those with released time for research)

Part-time instructional faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instructional faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

Minority faculty: includes faculty who designate themselves as black, non-Hispanic; American Indian or Alaska Native; Asian or Pacific Islander; or Hispanic.

Doctorate: includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology.

First-professional: includes the fields of dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), law (JD) and theological professions (MDiv, MHL).

Terminal degree: the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts).

	Full-Time	Part-Time	Total
H a) Total number of instructional faculty	44	161	205
H b) Total number who are members of minority groups	3	36	39
H c) Total number who are women	19	57	76
H d) Total number who are men	25	104	129
H e) Total number who are nonresident aliens (international)	2	5	7
H f) Total number with doctorate, first professional, or other terminal degree			
H	39	132	171

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I1	g)	Total number whose highest degree is a master's but not a terminal master's			
I1	h)	Total number whose highest degree is a bachelor's			
I1	i)	Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)			
I1	j)	Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students			

I2 Student to Faculty Ratio

Report the Fall 2005 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Do not count undergraduate or graduate student teaching assistants as faculty.

I2	Fall 2005 Student to Faculty ratio	12	to	1	(based on	1219	students	and	97	faculty).
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I3 Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2005 term.

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.

Class Subsections: A class subsection includes any subsection of a course, such as laboratory, recitation, and discussion subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Undergraduate subsections are defined as any subsections of courses in which degree-seeking undergraduate students enrolled for credit. As above, exclude noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Each class subsection should be counted only once and should not be duplicated because of cross-listings.

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 2005. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

I3 Number of Class Sections with Undergraduates Enrolled

		Undergraduate Class Size (provide numbers)							
I3	CLASS SECTIONS	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
I3		94	211	58	14	1			378
I3	CLASS SUB-SECTIONS	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
I3									0

5.11 Student and Alumni Surveys-Spring 2007 (Enclosed separately)