California State Polytechnic University, Pomona

Department of Architecture

Architecture Program Report for 2013 NAAB Visit for Continuing Education

Program Report for National Architectural Accrediting Board:

Bachelor of Architecture (B.Arch.)

Master of Architecture (M.Arch.)

Prepared Summer 2013

Year of the Previous Visit: 2008

Current Term of Accreditation: 2008-2014 with a focused evaluation in Physical Resources and Financial Resources in 2010 (deemed satisfactory in 2010.)

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I.1.1 History And Mission

I.1.1a History of the University, its mission, and founding principles

California State Polytechnic University, Pomona (referred to in this document as Cal Poly Pomona or CSPUP) is one of 23 campuses in the California State University system. The individual California State Colleges were brought together by the Donahoe Higher Education Act of 1960, and in 1972 the California State University system was formed. The CSU offers more than 1,800 bachelor's and master's degree programs in some 357 subject areas. With almost 437,000 students, who were taught by some 44,000 faculty, the system awards about half of the bachelor's degrees and a third of the master's degrees granted in California. Since 1961, the CSU has awarded nearly 2.6 million bachelor's, master's and joint doctoral degrees.

Cal Poly Pomona opened September 15, 1938 with an all-male enrollment of 110 students as the Voorhis Unit of California State Polytechnic College in San Luis Obispo. It was located on the 150-acre San Dimas site of the former Voorhis School for Boys. Breakfast cereal magnate W.K. Kellogg deeded 813 acres of land located three miles south of the Voorhis campus to the state of California in 1949. In 1956, 508 students and 44 faculty and staff moved from San Dimas to the Kellogg campus. In a first for the all-male campus, 329 women joined the student body in 1961. The Pomona campus separated from the San Luis Obispo campus in 1966 and became California State Polytechnic College, Kellogg Campus. University status was granted in 1972. Today, the campus covers 1,438 acres and is the second largest in area among the California State University's 23 campuses. 3,000 faculty and staff support the education of 21,000 students.

Cal Poly Pomona is nestled in 1,438 rolling acres on the eastern edge of Los Angeles County. As one of only two polytechnic universities in the state, Cal Poly Pomona is known for its learn-by-doing philosophy. The University recognizes that students who solve classroom problems today have an advantage as employees solving real-world problems tomorrow. Ranked among the top public universities in the western United States, Cal Poly Pomona provides a rich academic experience that encourages hands-on learning in every program, course, and activity on campus. Eight academic Colleges offer more than 100 degree programs, including undergraduate, graduate, doctoral, credential and certificate programs. There are around 22,000 students that attend Cal Poly Pomona, 20,000 undergraduate and 1,700 graduate students. The University employs 1,208 faculty and 1,410 staff members.

Cal Poly Pomona benefits from a richly diverse community reflective of the greater Los Angeles area. The student body is roughly one-third Latino, one-quarter Asian and 3 percent black. The University also has a healthy percentage of out-of-state and international students. U.S News noted Cal Poly Pomona was eighth most diverse among regional universities in the West and tenth most diverse in the nation. As a part of the California State University system, the University is state supported and offers competitive tuition fees that are well below that of other universities in the United States. The in-state registration, tuition and fees for a full-time undergraduate student is $2,125 per quarter and $2,547 per quarter for graduate students. Non-California residents pay an additional $246 per unit.

The University has a polytechnic emphasis in the application of science, technology and the arts to the needs of the professions and society. By linking the theoretical and the practical in all areas of study, the University aims to generate the understanding, attitudes and perspectives that will enable students and graduates to solve complex problems and enrich local and world communities. Cal Poly Pomona is dedicated to preparing students for life, leadership, and careers in a changing, multicultural world. Through its programs and services, the University promotes academic excellence, educational equity, diversity in the campus community, and an understanding and appreciation of different cultures. Ethnic minority groups make up 68% of the student body, 58% of staff personnel and 37% of faculty.

I.1.1b History of the Architecture program, its mission, and its founding principles

The Department of Architecture is part of the College of Environmental Design. In addition to Architecture the College offers a graduate degree in Regenerative Studies; undergraduate and graduate degrees in Landscape Architecture, and Urban and Regional Planning; and undergraduate degrees in Art and Graphic Design. The College is dedicated to the pursuit of the design professions as a human imperative. Its programs are distinguished by a strong interdisciplinary course of instruction combined with a hands-on approach to the educational process. Excellence in design, enhanced by social and environmental concerns, is the basis of the curriculum as well as the measure of the faculty and programs. The College remains committed to the "learn by doing" polytechnic approach to education, which links theory to practice. Consequently, ENV graduates are recognized by business and industry for their superior preparation to enter the workforce.

The history of the Architecture Department begins in 1965 when discussions were initiated by the Department of Landscape Architecture to provide a separate Department for those persons seeking an architectural education. At that time approximately 1,400 students were enrolled in architectural courses at the adjacent five community Colleges. During the Fall Quarter 1966, the first courses in architecture were offered within Landscape Architecture, which was then part of the School of Agriculture. In 1968 a major study headed by Dean Lawrence Anderson from M.I.T. was commissioned by the College to consider the appropriateness of starting an architecture program at Cal Poly Pomona. A year later, in 1969, Architecture became a program option within the Department of Environmental Design. In 1971 the School of Environmental Design was officially established giving Department status to Architecture, Landscape Architecture, Urban and Regional Planning. Between fall 1971 and 1979, architecture was offered as a four plus two program, a Bachelor of Science degree after four years with a two-year sequence leading to a Master of Architecture degree. In 1979, the Department began the process of phasing out the four-plus-two program and phasing in the present five-year program leading to a Bachelor of Architecture degree.

Today the Department of Architecture offers two degrees: a five-year Bachelor of Architecture program and a three-year First Professional Master of Architecture degree (advanced standing is available for students with architectural backgrounds). Both the undergraduate and graduate architecture programs are accredited by NAAB (National Architectural Accrediting Board.) As a professional program in architecture, the mission of this Department is to advocate for the broader purposes of architecture, including its public significance, its role in creating sustainable environments, and its provision of service to society through graduates who are responsible professionals, motivated by a sense of civic engagement. Making this opportunity available to under-represented communities is an essential part of the CSU and Departmental mission.

The undergraduate program in the Department of Architecture is considered to be "impacted," that is, many more students apply than can be accommodated each year and a supplementary admissions process is required by the University and the Department. First-Time Freshmen (FTF) and Transfer applicants must meet regular University admission standards as well as additional standards required by the Department of Architecture. The application process for undergraduates, transfer and graduate students is highly competitive, with an average acceptance rate of 1 in 10. For fall of 2013, over 1,000 FTF candidates applied for 85 places and over 300 transfer applicants applied for 30 places. In 2012-13 the Department of Architecture had 436 undergraduates and 54 graduate students. These students represent diverse cultural, economic and ethnic backgrounds. About 50% of the students are female, 25% are Asian, and 32% are Latino.

Michael Woo, has been Dean of the College of Environmental Design since fall 2008. Associate Professor Sarah Lorenzen has served as the Chair of the Department of Architecture since

January 2013, succeeding Professor Judith Sheine who was Chair during our last NAAB Accrediting Team Visit.

In May of 2001, the Department faculty adopted Mission and Vision statements, and a new Department Motto was adopted in 2005. Since then the Department has held a number of faculty retreats to continue to evaluate and refine its strategic goals. In 2009 the Department developed a strategic vision statement that spelled out the desire to hold a greater number of conferences, exhibits and lectures, to increase engagement in multi-disciplinary collaborations, and to establish research groups and concentrations.

Motto: *Innovation Informed by Knowledge*

Mission: *As a professional program in architecture, the mission of this Department is to advocate the broader purposes of architecture, including its public significance, its role in creating sustainable environments, and its provision of service to society through graduates who are responsible professionals, motivated by a sense of civic engagement.*

Vision: *Our mission is to affect the evolution of architecture, the quality of our environment, and the role of the architect in our society in a direct, critical and positive way.*

We intend to provide students with diverse principles, knowledge and skills which they will need to advance the practice of architecture.

We see this institution and its unique urban situation as a living laboratory where students and faculty can research, develop, and test social, artistic, technological, and environmental methods and ideas.

- Promote design excellence, environmental sustainability and social responsibility.
- Conduct professional degree programs that exceed national standards.
- Expand connections and services to the University, the community and the entire world.
- Create a supportive community for students, faculty, and staff.

Strategic Plans

The 2008 NAAB Accreditation Visiting Team recognized the strength of Cal Poly Pomona's architecture program in their report stating that the program, has excellent student work, that it evidences well-honed skills, utilizes up-to-date knowledge, has critical and creative attitude towards Architecture, and that the Department is at the forefront of architectural education focusing on urgent real world problems, both locally and globally. The NAAB team also commended the Department for the students' level of engagement and camaraderie and for its considerable strengths in having a highly qualified, very diverse student body and faculty. We see the diversity of our students as one of our greatest strengths. The APR team agreed stating that "the diversity of the Department is unifying, and the students represent an ideal that is rarely met by other programs." The team offered that our greatest problems were our inadequate physical and financial resources. Still, the APR team wrote that we operated at a level of excellence that well defied this lack of resources and facilities.

Since the last accreditation visit the architecture Department has held two faculty retreats, one in 2009 and one in 2011, it produced strategic plans in 2008, 2009, 2010, and 2012, and a vision statement in 2009. The May 2012 strategic plan took into account the NAAB reports and previous strategic plans. In this latest plan the Department confirmed its focus on knowledge-based learning in design at both the undergraduate and graduate level. The Department plans to continue to hire faculty who are committed to this approach to architectural education. The three areas of improvement that the strategic plan looks to address are: growing the program, strengthening and enlarging our specializations, building alliances with industry, collaborating with other Departments and Colleges, and finding new funding opportunities.

Space / Faculty. The Department looks to increase our physical capacity to respond to the incredible demand for our programs as CSU budget and outside funding allow. The strategic plan forecasts an increase to the current B.Arch. program of 430 students by 50% to about 650 students and the M.Arch. I program by 100% to 100 students. It also looks to accept 12 – 24 M.Arch. II students. This would require additional space (studio space lecture rooms and faculty offices) and an increase in tenure-track faculty positions by 50%. The Department also looks to hire more graduate assistants to help with large lecture classes and to increase the hours of operation for the print shop/ fabrication lab and the woodshop.

The first significant donation ($2,500,000) for a new building was secured in May, 2012. A portion of these funds is being used to make improvements to the existing studio space and purchase new smaller tables to make better use of this space. Funds generated from the Master of Interior Architecture (MIA) program have allowed us to double the number of graduate assistant positions. Increases in enrollment in this program may allow for even greater number of graduate assistants over the next two years. This will also be used as a recruitment tool for graduate students. The Department is also using these funds to hire graduate assistants in the shop and fabrication lab to increase their hours of operation, originally 8am to 4pm, now 8am to 10pm Monday to Friday.

Specializations. The Department has continued to strengthen our specialized areas in Sustainability and Historic Preservation. We were recognized by *Architect* in their December 2009 issue as one of three U.S. schools of architecture that excel in sustainable design and were accepted for membership in the National Council for Preservation Education in October 2009. We are also looking to expand our specializations into healthcare design and urban design.

Industry Alliances and Funding. In order to strengthen the program and improve our financial resources the Department is seeking strategic alliances that will allow greater collaboration with faculty and students from allied disciplines. These alliances may allow us to benefit from direct or indirect sources of funding.

These venture include:

- Continue to build alliances with the College of Engineering
- Work with the Dean and other departments in ENV to develop a concentration in urban design that could become an interdisciplinary Master of Urban Design degree program.
- Continue to work with the other department in ENV to strengthen our interdisciplinary courses such as ENV 101/L, ARC 403/L, ARC 506/L, Interdisciplinary Topic Studios ARC401/405/601/L and ARC401/405/602/L and interdisciplinary summer abroad programs such as the China program.
- Work with firms and industry to find opportunities for collaboration, especially within upper division studios as is being done with the Modular Building Topic Studio, Disney Topic Studio, The Precast Institute Topic Studio, The NASA Topic Studio, The Haiti Disaster Relief Topic Studio, The Tijuana Studio. These opportunities not only provide real insight for students in regards to programming and working with real clients, it also often offers funding to subsidize student travel and printing and model-making expenses.
- Continue to build-up the MIA program, a collaboration between UCLA Extension and Cal Poly Pomona's Extended University. This program not only offers a highly professional education in interior architecture, it also provides revenue to the Department for faculty development and other Department needs not covered by the College.

I.1.1c Activities and initiatives that demonstrate the program's benefit to Cal Poly Pomona through discovery, teaching, engagement, and service

The faculty, staff and students of the Department are very active in a variety of aspects that are beneficial to the campus though research, collaborative teaching, and service. Many of these are discussed at length in various sections of this document.

As described in section I.1.3a Architectural Education and the Academic Community and section I.1.3e Architectural Education and the Public Good, the Department has had a long history of being leaders in the area of interdisciplinary teaching collaborating with faculty outside our Department and College. Much of this effort has been of reciprocal benefit to other students and faculty on campus and often these collaborative teaching efforts have been aimed at serving a specific off campus stakeholder though community service. These efforts largely occur through the upper division topic studios such as the Disney Studio and the Bridge Studio as well as the ARC 403/L Interdisciplinary Urban Design Studio. Lecture classes in the area of Historic Preservation have also served in this capacity of engagement.

Our students make a significant contribution to the reputation of the campus though research and awards as detailed in section I.2.1z Student research and creative activities and activities described in section I.1.3b Architectural Education and the Students. Our students often participate in on-campus activities including the annual Rose Parade Float design and construction. An Architecture curriculum does not provide a significant amount of time for campus life however our AIAS chapter is one of the largest if not the largest active annual membership of any program nationally. Many of their activities involve the engagement of groups outside the campus. Our campus also has a large on-campus network of religious organizations particularly focused in the Asian community that many of our students support.

A partial list of faculty accomplishments outside of the classroom are listed in section I.2.1m. Recent publications are listed in each faculty resume, located in the appendix, that reflects the quality of campus scholarship. Of equal significance is the listing of faculty service in section I.2.2d Faculty Committees and Shared Governance 2012-13. The Department has often been tapped to provide faculty to sit on the campus planning and design review committee. Professors Sheine and Hoyos have served in this capacity in the time following our last NAAB visit. During that time they participated in the development of a new campus master plan prepared by an outside consultant. Professor Dickson has served as a member of the Architect Selection Committee for the College of Business, Collins College Expansion and the Administration Replacement Building. Students have done preliminary design work and feasibility studies for the Collins College project as well plans for the remodeling of the Dean's office in the College of Science. Professors Dickson, Wu and Hoyos have served as consultants on the roof and lighting renovations for Building 7. In recent years one of the most significant opportunities for engagement has been expressed though the Lyle Center for Regenerative Studies. Professors Lawrence, La Roche and Wu have been instrumental in teaching at the center but more importantly developing the influence of the sustainability agenda on campus. Professor Dickson served on a campus-wide assessment committee that made many recommendations about evaluating and restructuring a range of academic programs but also added sustainability as a significant part of the expressed University Mission.

The Department makes a significant contribution to the campus through our staff. Our Administrative Coordinator Roxanna Sanchez is not only our anchor in the running of the Department, but Ms. Sanchez also gives time to act as the Campus Employee Union Representative. She provides advice to all University staff employees and participates in annual conferences at the state level.

I.1.1d Benefits to the program from its institutional setting

The largest benefit that we gain is the diversity of course offerings that are provided by the larger University. Having access to quality general education for our students is central, but of greater significance is its criticality given the complexity of the profession in a globalized environment. Faculty and students benefit greatly from working alongside and collaborating with members of other programs within our College and even across College boundaries. A number of faculty in the Department work on research projects with faculty from other programs. Examples of this include the 2013 Getty sponsored Cal Poly Pomona exhibit "Technology and Environment: The Post War House in Southern California" curated by faculty from Architecture and Landscape Architecture.

Students are required to take almost 30% of their units at other Colleges and a number of their architecture studios are taught in a collaborative environment with Landscape Architecture and/or Urban and Regional Planning. All undergraduate students begin in an interdisciplinary studio experience in ENV 101/L. This course not only introduces students to each other but also provides and introductory view of the larger design profession by the inclusion of faculty and students from Architecture, Urban and Regional Planning and Landscape Architecture. One unmet goal is the inclusion of Graphic Design in this foundation experience.

Our students take classes in a range of campus communities and are encouraged to take courses that will develop their intellectual and professional experiences to inform their professional life in architecture. Statistically many students do not go on to become licensed architects and it is often the skills developed in other learning communities that inform alternate career paths. We have cultivated joint learning experiences with Engineering, Education, Letters Arts and Sciences as well as Hotel and Restaurant Management outside of the College of Environmental Design (ENV.)

Graduate students in particular avail themselves of courses outside of the Department. Past requirements for two external classes have been relaxed due to diminished offerings within the College but all graduate students have 24 units of required upper division electives. Students that are part of the concentrations in Historic Preservation and Sustainability are required to take external classes that support the concentration. Graduate students that are not following a concentration curriculum are encouraged to develop a plan for electives that will support the development of their thesis project. These courses have come from Civil Engineering, Landscape Architecture, Urban & Regional Planning, Hotel and Restaurant Management, Accounting, Finance, Real Estate, Anthropology, Sociology and the Center for Regenerative Studies. Our current alliances and potential for new associations is invaluable to our students and faculty development.

I.1.1e Program's holistic liberal arts and practicum-based learning

Beyond the design studio the program emphasizes an awareness of liberal studies. This includes support for basic General Education that is part of the State requirements and the emphasis in written and oral communication in all Department coursework. The engagement of critical thinking in a range of settings is vital to the professional development of young architects. Despite NCARB's and the ARE's lack of emphasis on history we continue to have architectural history as a central element of our curriculum with four required architecture history courses and several architecture history electives that address regional issues. These architecture history courses are not utilized to satisfy the student's G.E. Humanities requirements.

A teaching practicum is offered within the Department as a means of engaging more advanced students in class pedagogy and management and many students seek to be docents at the Neutra VDL House. Other portions of this report describe service-learning opportunities that are pedagogical simulations of practice where students often deal with real clients or are confronted with the needs and concerns of local stakeholders. The required 500

internship hours (described elsewhere in this document) are in line with the University's "learn by doing" directive and students are encouraged to begin looking for summer internships after completing their second year for undergrads or first year for grads.

Unique to our campus is a program called Integrated General Education Experience (IGE.) This program is typically aimed at high achieving students on campus and large numbers of architecture students choose this curricular path to satisfy their general education requirements for their degree.

> *With student-centered, discussion and project based learning in every class, rather than traditional lecture-test learning, IGE encourages students to become active participants in the production of their own knowledge while gaining 32 credits of their written communication, humanities, social science, and lifelong learning lower division GEs over eight quarters. Small classes, three field trips a quarter (Arts Events), no tests, some team taught classes, and a close working relationship with like-minded fellow students from multiple majors are just a part of what makes IGE unique at Cal Poly Pomona.*
>
> **Dr. Dennis Quinn,** IGE Chair

Founded in 1983, the Interdisciplinary General Education Department (IGE) offers students a unique and stimulating choice to fulfill their general education requirements. At the heart of IGE lies the concept of an integrated core: a curriculum that explores human experience across the multiple perspectives of different disciplines. The IGE Program introduces participants to different ways of examining concepts and ideas, fostering a connective ability--a power to see all knowledge as interrelated. IGE provides an interdisciplinary undergraduate general education experience that prepares students to lead globally conscious, socially responsible, productive, satisfying, and ethical lives in a changing diverse world.

The table below shows how IGE satisfies University general education requirements.

Year	**Completion of IGE Courses**	**Satisfies GE Requirements**
Freshman	IGE 120, IGE 121, IGE 122	A2 (English 104) as well as any 2 courses from Areas C1, C2, or C3
Sophomore	IGE 220, IGE 221, IGE 222	D1 (8 units) and D3
Junior	IGE 223, IGE 224	D2 and Area E
Remaining GE to be completed. See your major Department for advisement.		
Areas A1 and A3 Area B (16 units) Area C4 and remaining course from C1, C2 or C3 Area D4		

I.1.2 Learning Culture and Social Equity

I.1.2a ENV Handbook and Social Equity

Led by our past President, Dr. Suzuki, and current President, Dr. Ortiz, Cal Poly Pomona has been committed to diversifying the faculty, student, and staff population for many years. The student population on campus is around 70% minority (see section 3, institutional and Program characteristics for breakdown) and the Department's student population closely mirrors the diversity of the University. The University strongly encourages recruitment of minority students, faculty and staff. Although recent laws in California have made affirmative action largely illegal, both recruiting efforts and the population of southern California make achieving diversity far less challenging than in most parts of the U.S.

The University has clear, well-articulated policies on Nondiscrimination, Hate Crimes, and Sexual Harassment, which are published in the University Catalog. There is an Office of Diversity and Compliance in Human Resources and the Director, Carmen Munoz-Silva, makes herself available to faculty, students, and staff for questions and complaints and conducts training for staff and faculty. In general, the University and the Department strive to create an educational environment in which all participants feel they are equally able to learn, teach, and work, free of harassment or discrimination.

Under Dean Marvin Malecha in the 1980s, the College developed an ENV Handbook that included the College Mission statement, identified the units in the College and outlined College policies. This included a section that addressed social equity:

> ***The Right Of Inquiry.*** *The right of inquiry establishes the freedom to choose the time, place and nature of learning, free from any form of prejudice or the fear of failure.*
>
> ***The right to individual identity****. Each person must be allowed to be unique, not bound by preconception or a curriculum so fixed as to prevent individual expression. Each individual has the right to learn without fear of character depreciation or retribution for personal opinions.*
>
> ***The right to freedom from prejudice****. It is the right of an individual to be exposed to a diversity of philosophical and cultural lessons. No individual should ever suffer in the learning experience because of race, religion, gender, ethnicity or national origin.*
>
> ***The right to have access to information.*** *Never in the educational environment must information be withheld because of the judgment of another that one represents improper political, religious or social positions.*
>
> ***The right to a nurturing learning environment****. There is a demonstrable connection between the quality of the learning place and the memorable learning experience. Such an experience must be made available to every individual.*
>
> *Authored by former Dean, Marvin J. Malecha, FAIA, as a result of College meetings and adapted in modified form on November 1990 by the American Institute of Architecture Students.*

This policy is still in force in the College and is posted on the Department of Architecture's website. The 2009 ENV Strategic Plan also includes social equity and diversity as a core value. The document states that the College will "Serve as a model for reflecting core values of the University related to the polytechnic identity, academic quality, learn by doing, teacher-scholar model, environmental sustainability, and diversity, through teaching, research, scholarly and creative activities, and service to the community" and will "Preserve our reputation as the most culturally diverse design and planning programs in the country."

I.1.2b Studio Culture

The Department of Architecture describes its Studio Culture Policies on its website including outlining reasonable and acceptable behavior in studio ("Respect Your Colleagues," "Time Management", and "Respect the Physical Environment".) The Chair, faculty, and AIAS are all active in explaining the policies to incoming students and actively work to reinforce the policies with the entire student population during the school year. Studio Culture Policy is also addressed in the all-Department meetings. In general, students are very supportive of the policy, as were the faculty. Everyone is particularly concerned with time management issues in a school where the vast majority of the students commute; we want to discourage driving in an overtired state. The entire policy is included in the Department website.

I.1.2c Department policies on health-related issues, such as time management.

By fall 2013 the Architecture Department and College of Environmental Design will have instituted new safety policies for faculty and students. These policies were written by the Dean with input from the department Chairs and several architectural faculty. The policies will be presented to faculty and staff at the All College meeting in fall 2013. These policies enhance the Department of Architecture studio policies, which have been posted on the Architecture website since 2008. The website also list emergency numbers, also posted in studio areas.

To promote a clean and safe working environment the Architecture Department requires supervised weekly cleanups by the students. Students are required to clean their workspace and general studio areas of the IDC every Friday at the beginning of their studio time. Students are asked to use sound judgment in storing or disposing waste material. The course coordinator and section instructors are asked to help with the coordination and execution of this cleanup in a safe and disciplined manner.

The Department is keenly aware of the need for students to balance their schoolwork, paid work, and personal life. In our College, where most students work outside school, commute to campus and drive on the freeways, time management is even more important to allow students to function properly at school, work, and on the road. Students and faculty are asked to judge how much work is reasonable, evaluate and balance competing demands and deadlines, and respect the requirements of all classes, including lecture, seminar, and studio courses. Although the Department faculty understands that most of our students work outside of school, we expect students to make their education their highest priority. Students are asked to work no more than 20 hours per week while school is in session and to recognize that the Architecture Program is a full-time commitment. Faculty advisors also recommend that students take no more than 18 units per quarter and to discuss the implications of taking on extra courses before they sign petitions for students to take more than 20 units. In all but a few cases, petitions to exceed over 20 units per quarter are denied.

I.1.2d Evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established

The Department requires students to attend an initial informational session at the beginning of every quarter. At that session, which is typically run by the Chair, students are informed of relevant University, College and Department policies that affect their use of facilities and their interaction with faculty, staff and other students. The meetings are useful as classes are scheduled in several buildings throughout the campus. The faculty informs the students of key events during the quarter including the scheduled studio clean-up days and the need to cooperate with studio safety policies and to enlist their help in mounting the quarterly student exhibits. Generally speaking, the students recognize that the proper running of the Department is a shared responsibility and cooperate with faculty and staff.

At this introductory session and repeated in course syllabi, students are made aware of all policies which are posted online on the Department's website. Students are made aware of emergency procedures in the case of earthquakes, incidents involving security and personal safety (such as accidents handling power tools or other equipment) and the safety of property within University buildings.

All students are required to take a safety course offered by College staff in the safe handling of power tools and other shop equipment. This is done as a class at the end of their second quarter or first part of the third quarter of their first year. Students must pass a shop safety exam to utilize the woodshop. Students are advised to get adequate amounts of sleep and to avail themselves of University resources to reduce stress and to seek help when needed.

Students are made aware of policies involving their own personal behavior, how to conduct themselves in classrooms and studios, and University policies governing the use of alcohol and drugs. Finally, the University published policies interpreting what constitutes physical and sexual abuse and how to report incidents. There is access to the campus police, Student Health Services, the University Ombudsman and the various University-affiliated social clubs that serve to help student adjust to and navigate within the University. Students are made aware of emergency numbers and procedures. In case of a reported incident, the University deploys an automatic call system to warn students, faculty and staff of unfolding events in the campus and how to stay safe.

I.1.2e Evidence of measurable assessment of the effectiveness of Department policies

The Department's policies discussed above are disseminated in course syllabi and are repeated at the start of every quarter of instruction. This assures an awareness of said policies by all. Evidence of a positive result from the implementation of the policies takes many forms, not all quantifiable.

The students are uniformly cooperative and helpful to faculty and staff as demonstrated in the quarterly student reviews (Interim) staged at the Interim Design Center using all student labor. During the quarter students are asked to mobilize to set up and organize their studio spaces, engage in shared activities and team projects. The standard for behavior is reasonably high and generally quite respectful of faculty.

There is no observed pattern of alcohol or drug abuse in the student body, at least none that has been reported to the Dean of Student Affairs or the campus police. Physical injuries resulting from work in the studio or the fabrication shops are rare and relatively minor.

The student chapter of AIAS has been effective in mediating student concerns and the University, College and Department policies with regards to activities, social events, and shared educational experiences.

I.1.2f Policy and Procedure Formulation (Evidence that faculty, staff, and students have been able to participate in the development of these policies and their ongoing evolution.)

Policies and procedures for the Department that are not established by the College or University are discussed and usually voted on during one of our bi-weekly faculty meetings. These meetings are attended by tenured and tenure-track faculty, a student representative (usually the president of AIAS), and by the Department Administrative Coordinator, Roxana (Rocky) Sanchez. While curriculum proposals are often initiated and discussed in the Curriculum Committee, they are always discussed and approved at faculty meetings before they are adopted. All attendees at both Curriculum and Faculty meetings are encouraged to weigh in on all decisions. In addition, the Chair meets frequently with the student leadership from AIAS to discuss policies and issues. The Chair also discusses policies and issues with the larger student body by class year 1-2 times per year. Quarterly all-Department meetings are another

opportunity for students to voice their opinions on policies. The faculty have found that listening to student and staff concerns and ideas allows policy-making to be more sensible and garners greater acceptance of policies.

I.1.2g Faculty Diversity

Of the current 15 full-time tenured and tenure-track faculty, five are women and ten are men. Three faculty members are Hispanic (another one is from Mexico, but is not Hispanic), and two are Asian-American. In the last two years we have had 20 part-time lecturers. The part-time lecturers included seven women and thirteen men; two are Hispanic, two are Asian-American and three are from the Middle East. Many of the full and part-time faculty are native-speakers of a language other than English: three speak German, five speak Spanish, three speak Mandarin/Cantonese, one speaks Russian, one speaks Turkish, and two speak Persian.

We work to recruit a diverse pool of faculty applicants for both our part-time and tenure-track positions. For tenure-track positions we advertise through ACSA and other national journals, and we reach out to alumni and local colleagues from other schools to reach a broader audience. Approved position announcements contain University language stating Cal Poly Pomona's policies related to equal opportunity hiring and n

on-discrimination practices.

Our pool of candidates must be approved by the Director of Diversity and Compliance before we review applications. The director of Diversity and Compliance also approves our searches before we begin recruitment. During the evaluation process we rank faculty applicants by a number of categories, such as education, teaching experience, research and professional work, and their "contribution to equity." In the reference and candidate interviews, we ask references and candidates to address their experience working in a diverse environment and their comfort level in diverse settings. This process allows us to hire new faculty that will contribute to a diverse and equitable environment.

Once the interview process is finalized, all the tenure-track and tenured faculty rank the finalist by means of a vote. The vote is tabulated and a recommendation is sent to the Dean. The Dean, in consultation with the Chair, sets compensation of new faculty; there is an effort made to make equitable offers based on experience.

Cal Poly Pomona has policies for review of faculty for retention, tenure and promotion (RTP) that help to make the process fair. All probationary faculty are reviewed annually. There is a review by the Department RTP committee (made up of tenured faculty), the Chair and the Dean. The College RTP committee (made up of tenured faculty representing each of the Departments in the College) reviews only those cases in which there is a disagreement between the Department and the Chair or in which the faculty candidate contests any of these reviews. A University RTP committee made up of one tenured faculty representing each College then reviews the reports. The University RTP committee primarily checks for compliance with Department RTP documents and University policy. After their review, the reports go to the Provost for review and recommendation.

We have a strong faculty union, the California Faculty Association (CFA.) If a faculty member believes there is a problem with their reports or the process, they can ask a CFA faculty rights representative (a faculty member) for assistance. The CFA, then meets with the Administration to resolve the situation. If it cannot be resolved easily, it goes to Grievance, following a specific process of review. The process enables faculty member to have a fair hearing. Promotion cases are handled in a similar manner, although after tenure, faculty are no longer reviewed annually, but only in the year they go up for promotion to professor, and then once every five years.

I.1.2h Student Diversity

Applicants to the Department of Architecture are reflective of the highly diverse demographics of southern California. Our affordable tuition and our location in southern California, where the majority of the state's population lives, make us far more diverse than virtually any other architecture school in the United States. In addition, starting two years ago, we began to accept international and out-of-state residents into the undergraduate program (the grad program has always accepted non-California residents). Admission for freshmen to impacted programs in the CSU system is made strictly on the basis of an eligibility index, a combination of SAT/ACT scores and GPA. In accordance with University policies for student affirmative action, women, minorities, and disabled persons are especially encouraged to apply.

The admissions system tends to favor students who worked hard in high school over those with merely high SAT scores, which tends to help lower-income and minority students. Transfer students are ranked by their GPA and admitted in order. Admitted and wait-listed students are invited to submit portfolios for placement only. This means that students who do not live near a community College with a strong design program have fair access to our program. As entry into our program becomes more competitive, we have been concerned that the student population might become less diverse, but this has not been the case and in fact minorities are in the majority. Of the 2012 incoming class of 109 students, 73.4% were minority students. The Department is also economically and culturally diverse. Many are the first in their family to attend College while other come from affluent families.

The graduate program has around 120 applicants per year for 15-18 places (one cohort). Candidates are ranked by GPA and educational backgrounds, GRE scores, recommendations, essays and portfolios. While not as diverse as our undergraduate program, the incoming grad cohort is still close to 40% minority. Again, the demographics of the region and the international students, many of whom are from Asia or the Middle East, make the program more diverse.

The faculty, themselves diverse, are supportive of students from all backgrounds and of creating a fair and equitable environment for all students. As noted previously, University policies are in place to try to ensure nondiscrimination and a lack of harassment, and the Department is supportive of these policies.

I.1.2i Provisions for students with mobility or learning disabilities

The University has a Disability Resource Center dedication to the promotion of equal access and opportunity for students with disabilities. The Disability Resource Center (DRC), in collaboration with the campus community, promotes equal access and opportunity for individuals with disabilities in all aspects of University life by enhancing personal, academic, and career development. For example, we have an undergraduate student that is hearing impaired. DRC interpreters attend all class and extra-curricular activities providing sign language during one-on-one discussions with the student in studio, lectures, reviews, and fieldtrips. There are also technology aids that are made available to the student.

In classes where electronic devices or special software are provided for instruction, the Accessible Technology Coordinator reviews these for compliance with Section 508 of the Rehabilitation Act before they are purchased or made a requirement of the class. Section 508 requires that all Federal agencies make their electronic and information technology accessible to people with disabilities. An example of this is ARC 454 Interactive Media for Architects, where the department loaned iPads to all students enrolled in the class so that they could produce interactive portfolios of their studio work. Before the iPads could be purchased, the faculty had to describe how they would be used to ensure compliance.

I.1.2j Diversity-compliant distribution of the program's human, physical, and financial resources

In 2005, Cal Poly Pomona qualified as a Hispanic Serving Institution. In 2008, with the support of the Senate, the president shared Cal Poly Pomona's vision and unveiled the University Core values, which included the Diversity and Identity Initiative. The initiative was designed to ensure the University manifested the state and region it serves, and reaffirmed the University's commitment to diversity.

The Office of Academic Planning, Policy, and Faculty Affairs has a website page that provides guidelines for faculty searches and the recruitment of diverse applicants. The Office of Academic Planning, Policy, and Faculty Affairs also provides training to search committee members for attaining diverse applicants.

I.1.2k University Long-Term Diversity Plan

In 2010 the University issued a diversity plan for 2011-2015 with the central goal of replicating the diversity of California and creating a curriculum that prepares students for success in diverse global communities. The central goals of the plan are to:

- Provide global learning and scholarship opportunities for students and faculty.
- Increase diversity of faculty, students, and staff while enhancing academic programs.
- Develop self-determination and self-advocacy for students with disabilities.

Architecture's Long-Term Diversity Plan

The diversity of the Department's student body, faculty, and staff is reflective of the diversity in southern California. During the last accreditation visit the NAAB team commended the Department for the students' level of engagement and camaraderie and for its considerable strengths in having a highly qualified, very diverse student body and faculty. The Department of architecture faculty sees the diversity of our students as one of our greatest strengths. The 2008 APR team agreed stating that "the diversity of the Department is unifying, and the students represent an ideal that is rarely met by other programs."

To ensure that the Department is maintaining a diverse population, the Chair monitors yearly admission data to look for any evidence that the percentage of minority students is dropping. Even as our program has become increasingly competitive, there is no evidence that students entering the program are any less diverse. Preliminary admissions figures from 2013 show that of applicants were 37% Hispanic/Latino, 37% Asian, 17% White, and 7% were undeclared. The group that is underrepresented within the Department are African American students, which make up less than 1% of the student body. The Department has decided to increase the number of transfer students, a highly qualified group, but one that also fits the Department's diversity plan in that these students are more likely to be minority and/or disadvantaged students.

I.1.2l Evidence that this plan has been developed with input from faculty and students

The College Strategic plan, adopted by consensus in 2009, includes a statement on maintaining the diversity of the College, to: "Preserve our reputation as the most culturally diverse design and planning programs in the country."

The Department's strategic plans, developed collaboratively by the full-time faculty, looks to increase our involvement with international non-governmental organizations such as the group Corazon to work with minority and disadvantaged communities. It was also recommended that the Department create a Community Design Center, which could also address the needs of these communities. Changes to our admissions policies, such as admitting a greater number of students, have been discussed and agreed to in Department faculty meetings.

I.1.2m University policies and procedures for grievances related to harassment and discrimination

The University prohibits discrimination based on race, color, religion, national origin, sex, gender identity/gender expression, sexual orientation, marital status, pregnancy, age, disability, genetic information, medical condition, and covered veteran status. The University complies with federal and state laws regarding discrimination and harassment against employees, students, applicants, and independent contractors. The University adheres to the California State University (CSU) system policies embodied in the CSU executive orders (e.g. EO 883, 926 and 927) reflecting these laws.

The University assigns a high priority to the implementation of nondiscrimination policies, and devotes resources to assure compliance with the letter and spirit of all laws prohibiting discrimination in employment and educational programs. The University has a center for Diversity and Compliance, that implements anti-discrimination policies, provides proactive support, and receives and processes discrimination complaints.

I.1.2n University policies for academic integrity (e.g., cheating, plagiarism).

The University is committed to maintaining academic integrity throughout the University community. Academic Dishonesty is a serious offense that can diminish the quality of scholarship, the academic environment, the academic reputation, and the quality of a Cal Poly Pomona degree. The Judicial Affairs website and the University Catalog clearly define academic dishonesty at Cal Poly Pomona and state the responsibility of students, faculty and administrators relating to this subject. All forms of academic dishonesty at Cal Poly Pomona are a violation of University policy and are considered a serious offense. Academic dishonesty includes but is not limited to:

A. Plagiarism - Plagiarism is intentionally or knowingly presenting words, ideas or work of others as one's own work. Plagiarism includes copying homework, copying lab reports, copying computer programs, using a work or portion of a work written or created by another but not crediting the source, using one's own work completed in a previous class for credit in another class without permission, paraphrasing another's work without giving credit, and borrowing or using ideas without giving credit.

B. Cheating During Exams - Exam cheating includes unauthorized "crib sheets", copying from another, looking at another student's exam, opening books when not authorized, obtaining advance copies of exams, and having an exam re-graded after making changes. Exam cheating includes exams given during classes, final exams and standardized tests such as the Graduate Writing Test and Math Diagnostic Test.

C. Use of Unauthorized Study Aids -This includes utilization of other's computer programs or solutions, copying a copyrighted computer program without permission, using old lab reports, having others perform one's share of lab work, and using any material prohibited by the instructor.

D. Falsifying any University Document -This includes falsifying signatures on University forms, such as Add-Drop and Withdrawal forms, forging another student's signature and falsifying pre-requisite requirements.

The University has many resources to address cheating and plagiarism. The Cal Poly Pomona library holds quarterly workshops for faculty and students on the subject. Many of these workshops are led by the Director of Judicial Affairs Susan Ashe, Ed. D. The first year architecture students are required to attend one of these workshops for the ARC 299 Critical Thinking Class.

I.1.3 Response to the Five Perspectives

I.1.3a Architectural Education and the Academic Community

Students in the Department of Architecture are members of an academic community of designers, planners, artists, and scientists that make up the College of Environmental Design, one of eight Colleges that form the 22,000 member student body of the California State Polytechnic University, Pomona (CSPUP.) Architecture students are widely acknowledged to be among the best in the University. CSPUP Architecture is an impacted program (with more qualified applicants than spaces), with around 1,500 applicants to the undergraduate program for 120 places; the graduate program is also among the most selective on campus, with around 100 applicants for 20 places. Only highly qualified students can enter the program and the program maintains very high standards. Because of these high standards, our students are well represented in the University Honors program and participate in the demanding Integrated General Education Program (IGE) in large numbers.

CSPUP Architecture faculty have distinguished records of academic and professional achievement. The majority of faculty are actively engaged in practice and/or research and held in high regard by the University. This is evidenced by the success rate of the RTP (Retention, Tenure and Promotion) program where all faculty going up for promotion or tenure over the last six years have advanced on schedule.

A number of faculty in the Department regularly publish research papers that have led to books on subjects as diverse as sustainability, robotic building transformation, structures, the design of historic houses and the behavioral sciences. The Department places importance on research-based design, and faculty reinforce (to students) the need to critically vet information used in the design problem solving process. In a rapidly changing social, political and technological world, utilization of reliable information is imperative.

A number of faculty are licensed architects, many participate in national and international conferences, and serve as officers in prominent national and international organizations. Three faculty members are current or former Chairs of state commissions (Seismic Safety and Historic Resources).

The architecture faculty are strong proponents of cross-disciplinary involvement at the graduate and undergraduate levels. Our students often take courses with students in other disciplines within and outside of our College. The first studio of the bachelor's program (ENV101/L) combines faculty and students from Architecture, Landscape Architecture (LA) and Urban and Regional Planning (URP). Graduate students are required to take two courses in Landscape Architecture, URP and/or Regenerative Studies. We also offer a number of opportunities for interdisciplinary electives, urban design studios, topic studios, and summer abroad programs.

The required studio course in urban design is taught collaboratively with Associate Professor Prof Wilcox and others in Landscape Architecture. We offer topic studios that are jointly run with the Civil Engineering Department, such as the Precast Concrete Studio taught by Associate Professor Schmitzberger and Structural Engineering Faculty Mikhail Gershfeld. We have an interdisciplinary summer program in China, taught by Architecture Professor Irma Ramirez and, currently, Associate Professor Wilcox from Landscape Architecture, and Professor Gwen Urey from Urban and Regional Planning.

Architecture students often take classes at the Lyle Center for Regenerative Studies (LCRS), an interdisciplinary center in the College of Environmental Design. Architecture Professor Lawrence serves as the Graduate Coordinator for Regenerative Studies and teaches classes there, as does Professor La Roche. Professor Wu has taught classes there and still serves on graduate thesis committees, as does Associate Professor Lin. Several faculty, including Professor Wu, Professor La Roche and Associate Professor Fox, work collaboratively with faculty in Engineering on research projects, which often involve students from both disciplines. All of these activities bring dynamic learning opportunities to the Department, and benefit students, faculty and the College.

The Department offers a diverse series of professional elective courses, reinforcing the notion that architecture may be practiced for a variety of purposes, in many forms, and with career tracks in many specialties. This is facilitated through courses offering deeper knowledge within some aspect of architecture, or in emerging modes of practice, such as new media and technology. The classroom, the studio experience, field trips in a region rich with experimentation, guest lecturers and faculty advisors, all reinforce to the students the broad professional opportunities available in an increasingly global economy.

Department of Architecture students and faculty actively contribute to University governance. The Cal Poly Pomona chapters of the American Institute of Architecture Students (AIAS) and Tau Sigma Delta (TSD) are very active, contributing to Department functions and activities. Cal Poly's AIAS is typically one of the largest chapters in North America. Architecture students are also represented on the ENV Council, the body for student governance in the College of ENV Design. Beyond department affairs, many of our faculty sit on committees at the College and University level as part of shared governance. Currently, Associate Professor Schmitzberger serves as an ENV senator on the Academic Senate. Architecture faculty often serve in this role, as Associate Professor Ortenberg and Professor La Roche have done in the recent past. Associate Professor Ortenberg is the current vice president of the Cal Poly Pomona chapter of the California Faculty Union (CFA), actively representing the concerns of faculty from across the University. Architecture faculty are currently on committees for the University Budget, Campus Planning, and Technology. They are also on the search committees for management positions and on committees reviewing administrator performance. At the College level, our faculty is also visible on committees such as RTP, College Curriculum, and College Technology.

I.1.3b Architectural Education and the Students

CSPUP is centrally located in polycentric southern California, an economically and culturally diverse region of nearly 20 million people (2010 US Census, 19.65M). The region's composition facilitates a diverse campus population. The University faculty, staff and administration composition also mirrors the regional diversity, which affords students interaction with many cultural perspectives. Course offerings inherently reflect the cultural diversity of the faculty. Additionally, the Department runs programs and opportunities for study/travel abroad.

Students enrolled in the B.Arch. and M.Arch. programs may pursue interests in other cultures through a variety of international programs. The University offers year-long programs in Florence (Italy), Copenhagen (Denmark), Mexico City, Biberach (Germany), and Fukuoka (Japan), as well as quarter or summer length programs in Taiwan, Greece, and China. In addition, elective studios in recent past have taken students to Tijuana and Veracruz, Mexico for design-build and urban design projects. These studios take advantage of the University's proximity to Mexico. Future collaboration and research in Mexico is currently contingent with improved security. Exposure to environments outside of the United States is an indispensable tool in raising our students' awareness of conditions in other countries and how indigenous architects solve problems for housing, sustainability, and unplanned growth.

Students are provided with a broad set of ideas and approaches to architecture and environmental design through a variety of leveraged resources from outside of the University. The guest speakers of several lecture series offered by Architecture, Landscape Architecture and the College complement the program. Additionally, students frequent lectures at other southern California schools of architecture, lectures sponsored by regional AIA chapters, and lectures at local museums such as the Getty Museum and the Los Angeles County Museum of Art (LACMA). Students may attend lectures and exhibits at regional museums, as a course required field trip, as an AIAS activity or as individuals. These include international exhibitions of architecture are held at the Getty, LACMA, the Museum of Contemporary Art (MoCA), the Hammer Museum and other local museums and galleries. Add to this the rich regional history of experimental architecture, from the case study houses of the 1950s to the work of Frank Gehry.

And of course, many faculty members practice, some in more than one country, and their work outside of the classroom provides anecdotes for explanation and for some students opportunity for employment.

As noted above, Department of Architecture students assume leadership roles in the Department (American Institute of Architecture Students, AIAS), the College (ENV Council) and the University (Associated Students, Inc. ASI) organizations. The CSPUP AIAS chapter is one of the largest in the U.S. and one of our former AIAS presidents served this past year as the student representative to the AIA/California Council. AIAS representatives join the faculty meetings and actively participate in setting Department policies, and frequently meets with the Chair to discuss issues and with the External Communications Committee to plan events.

Both the AIAS and Tau Sigma Delta Architecture Honors Society (TSD) provide mentorship for students and conduct workshops (e.g., on putting together portfolios, construction techniques and software training, field trips (buildings under construction and new buildings by well-known architects) and social events for the student and faculty body. The AIAS also encourages members to participate in local AIA chapters and students are active in these, particularly in the Inland, Pasadena and Foothill and Los Angeles Chapters. AIAS also organizes trips attend discussions at CSPUP and other schools, visit architecture firms, and to enter design and scholarship competitions. See Table I.2.1L for a list of AIAS activities in 2012-13.

A student's professional interests and intellectual inclinations are often reflected in the research area they select for their capstone project (senior project for B.Arch. and thesis for M.Arch.) Formulating and developing capstone projects normally include student interaction with specialized design professionals and/or client groups.

The architecture program strives to prepare students for careers in a competitive and globalized economy. In addition to educating students, the faculty often help to place students (as graduates and interns) in award-winning and multi-national practices in architecture and urban design. The faculty also support career opportunities such as an AIAS facilitated Career Day when local firms come to the Cal Poly Pomona to interview and recruit our students.

I.1.3c Architectural Education and the Regulatory Environment

Students are introduced to the process of professional registration in the winter quarter of the first year in the program. All students are required to complete 500 hours of NCARB verified internship to complete their degree. Prior to our 2008 NAAB visit, the strong local economy supported many job opportunities for students. We monitored student internships in-house, tracking progress by having students prepare a written report and provide a letter from their employer verifying paid employment. In the years following our last NAAB visit, changes in NCARB policy have provided a wider range of work and supplemental experiences that have helped our students complete the work experience for graduation. Recognizing the continuing liberalization of NCARB policy, the Department modified its internship requirement to be recorded though NCARB. At that time NCARB accepted non-credit bearing internships (required by degree programs) to satisfy NCARB work experience requirements. More recently, NCARB has further liberalized internship experience requirements - the Department will be considering how the modifications to internships will fit with its curriculum. Students are informed they may commence the internship process upon enrollment in our NAAB accredited program. Some students begin their internship process immediately while others defer the process given that the current NCARB policy requires an expense, a down payment with a three-year fee waiver. Other students wait to sign up for NCARB until they begin working in the profession. NCARB registration is also covered in ARC 471/A, Professional Practice, which also covers ethical and legal issues in the profession. Students typically take ARC 471/A during their fourth or fifth year. NCARB registration is required to record completed internship hours. To satisfy graduation

requirements, the Department's NCARB designated IDP coordinator reviews and transmits NCARB data to the University upon completion of the 500 hours of IDP.

Until recently, the College of ENV Design hosted a website, ENVjobs.com, where students could post their resumes and employers can advertise positions. ENVjobs is now accessed via BroncoConnection, Cal Poly Pomona's online job bank providing 24/7 access to part-time, internship, and full-time career opportunities. The College also hosts a Career Day every year in April. This past spring 20 firms, more than half representing architecture, came to Cal Poly and competed to hire our students. In anticipation of the job fair, portfolio and resume workshops are held by the AIAS with faculty members who help prepare students to interview for internships and long-term career opportunities.

ARE Scores

While we were not able to obtain information on the proportion of graduates who have obtained licensure since the previous NAAB visit, the California Architects' Board (CAB) was able to inform us that 590 Cal Poly Pomona graduates are active in the examination process that is required for licensure (the definition of "active" is anyone who takes at least one exam every five years). CAB was also able to provide us with statistics on the rates of our graduates passing divisions of the registration exams in recent years:

In a recent survey of Alumni (see section I.1.5e), of 118 respondents, 47 stated that they are licensed, with no indication of graduation date.

The current CAB and NCARB data for ARE 4.0 is only available up to 2011. Last year's data has not been made public at the time of this report. The four years of data show an overall improvement in scores using the new testing format. The scores have improved but do not meet Department expectations. The Department is concerned that the number of test-takers tend to be fewer than the number of graduates. Typically, the Department has 70 to 85 professional degree graduates (B.Arch. & M.Arch.) per year. The number of graduates taking the exam each year tends to be around 50% of a graduating cohort. CAB provided statistics for the CSPUP Architecture registration exam passing rates in recent years:

Table I.1.3c California State Polytechnic University Pomona ARE 4.0 score rates

	Programming, Planning & Practice	Site Planning & Design	Building Design & Construction Systems	Schematic Design	Structural Systems	Building Systems	Construction Documents & Services
Year	Pass Rate	Pass Rate	Pass Rate	Pass Rate	Pass Rate	Pass Rate	Pass Rate
2011	48/40%	48/65%	38/42%	54/72%	42/64%	37/54%	44/48%
2010	44/52%	36/56%	37/38%	72/58%	42/60%	31/52%	66/47%
2009	31/42%	22/52%	32/25%	39/46%	17/65%	14/43%	60/20%
2008	5/0%	4/50%	4/25%	2/50%	3/0%	1/0%	11/27%

In 2007 (during the last accreditation visit) and prior to change the passing rate for the ARE was as follows: Pre-Design (47/60%), General Structures (36/50%), Lateral Forces (31/71%), Mechanical & Electrical Systems (55/47%), Materials & Methods 59/59%, Construction Documents & Services (45/58%), Site Planning (28/64%), Building Planning (33/42%), Building Technology (35/54%)

I.1.3d Architectural Education and the Profession

The Department is very engaged with the professional community in southern California. Many faculty are licensed practitioners and active members and officers of their AIA Chapters. Guest critics and lecturers also provide exposure to a broad range of professional pursuits and interests for the students. Students are presented with a range of approaches to design, professional issues, client/architect models and ethical considerations, within studio and lecture courses in the B.Arch. program. The focal point for professional concerns is delivered through ARC 471/A, which is required for both B.Arch. and M.Arch. students. In this course, students are asked to attend public design reviews in their community and submit written commentary on the ethical and professional performance of local practitioners. (This has been difficult in recent years, with many communities having to terminate design reviews due to budgetary concerns and a lack of projects seeking approval.)

The first studio in the B.Arch. program introduces students to interdisciplinary education and teamwork. This studio is composed of students and faculty from ARC, LA and URP. The Department Lecture Series offers a survey of design, theory and practice in architecture. The required urban design courses, ARC 403/L for undergraduates and 506/L for graduates, expose students to the full range of stakeholders in society, with guest lecturers and critics representing architects, urban designers, developers, elected and appointed city officials, and resident groups. The topic studios frequently include a wide range of guest critics as well, including professionals and clients. Students work in teams in the urban design studios and in many of the topic studios, reinforcing the collaborative nature of the professional enterprise.

Diversity of all types is encouraged in the program. Along with the cultural diversity in the student and faculty population, southern California's diversity is represented in the range of projects and guests brought into classes. Students are made well aware of the complexities of cultural and legal issues in the profession and the rapidly changing global context of practice in their education at Cal Poly Pomona.

I.1.3e Architectural Education and the Public Good

Economic *machinations,* like the recent recession, put into sharp focus the outfitting of architects to serve the needs of people of all means. CSPUP students engage these concerns in design studio, case study research, and research papers. The department housing and urban design studios provide an indication of the faculty's concern that architects serve a greater public good. Students are introduced to not-for-profit developers, housing and transportation advocates, preservationists, and environmentalists, elevating students' awareness of diverse populations, their issues and concerns.

Cal Poly Pomona is committed to "Service-Learning", administrating programs in service-learning through the Center for Community Service-Learning (http://www.csupomona.edu/~cce/), "advancing a culture of meaningful engagement by promoting volunteering and cooperative education through sustainable partnerships with community and industry". Inherently, the disciplines in ENV are engaged in service-learning activities. Service-learning in the Department most often takes place in a studio working on a "real" problem in the community, offering a dynamic learning opportunity for students and faculty alike, with the participating community realizing some positive outcome to their dilemmas.

Students are exposed to societal issues throughout the curriculum. Social issues are presented in the first years of the curriculum through lecture courses and the lecture series. As students move through the program, these issues become the focus of upper division studios and professional elective projects.

Studios that serve the public good are very common at Cal Poly, especially in these recessionary times. For example, Professor Ramirez (who serves as our Service Learning Coordinator) teaches studios and other classes that have focused on work with the Cabazon Band of Mission Indians

and with non-profit and community groups in the informal Colonias in Tijuana, Mexico, where her students have been engaged in design-build projects for extremely low-income squatter's settlements.

Associate Professors Fox and Lin ran a studio focusing on emergency housing for the victims of the Haiti earthquake. Students proposed urban-scale and single-dwelling solutions to the housing crisis by deploying an easy to build, industrialized housing prototype.

Associate Professor Hoyos working jointly with the Universidad Iberoamericana and United Nations Habitat, investigated the development of new housing and infrastructure in the ecologically threatened mangrove habitats in Pueblo del Rio, Veracruz, in Mexico.

Professor Bricker and Associate Professors Hoyos teach in the historic preservation area and both offer classes with real advocacy projects in the local communities dealing with clients, communities, preservation consultants and civic representatives. For example the Wyvernwood community is an 1100 unit garden apartment project from 1938 currently being threatened with demolition by an owner who wants to build a much denser project. Students proposed alternatives to demolition that improved the owner's position while retaining much of the historic buildings and landscapes.

Professor Proctor's urban design studio has frequently worked with local communities. Most often the studio has explored politically difficult urban design issues, and offers design options to the community. Recently (2012) graduate student teams from Architecture and Landscape Architecture developed ideas for transforming alleys in the historic downtown of San Clemente into vital pedestrian environments. The work was presented to stakeholders and placed on display for the community to respond. In 2011 the studio investigated the reorganization of an industrial quarter lying between a proposed Orange County Transit Authority train station and the beach. This politically difficult setting provided a learning opportunity for students who offered strategies to stakeholders, who seem unable to develop options given the political context. Outcomes were presented at a publicly noticed event to city staff, the planning commission and city council.

Sustainability has long been a special interest in our College. The Lyle Center for Regenerative Studies addresses these issues in a very holistic way, looking at issues of community and social justice, as well as technical concerns, and involving a multidisciplinary faculty from across campus. Architecture faculty who teach in the Lyle Center also teach classes with this focus in the Department. Sustainability is introduced in ARC 299/A, (Critical Thinking) and is a strong focus of the second year undergrad ARC 203/L lecture and studio and the first year graduate 503/L lecture and studio. Many of the undergraduates also take sustainability focused topic studios and professional electives. Increasingly, we are finding that students are focusing on issues of social justice, historic preservation and sustainability in senior projects or master's theses.

Professor La Roche led a studio in collaboration with HMC Architects to design and build two homes in Pamo Valley destroyed in the 2007 California wildfires and owned by the city of San Diego. These homes would serve as sustainable low cost alternatives to FEMA prototypes, adapted to local conditions, and with the potential to become replicable alternatives for fire prone areas in southern California. The project was organized into four phases: design, internship, construction, and post occupancy analysis. Construction documents were finalized by Cal Poly students doing internships at HMC architects.

Professor Wu leads the Cal Poly Healthcare Design Initiative for a future special concentration within the program. The initiative has been funded by a group of industry professionals including healthcare architectural firms, construction companies, hospitals, and medical real estate management companies since 2012 and serve as the advisory board members. The advisory board provides professional opportunities for students on internships, conference participations, field trips, travel expenses, studio production materials, and special scholarships. The advisory board has generated more than $40k to fund the future needs of this initiative.

Many of our faculty are engaged in public service in the profession. Several sit on local planning and design review boards. Professor Bricker is a past Chair of the State Historic Resource Commission, as is Associate Professor Hoyos, who is also a member of the National Trust Advisory Board and serves on the NTHP Board of Trustees. Professor McGavin is the Chair of the State Seismic Safety Commission and has been involved in legislation affecting the profession for more than twenty years. Professor Dickson has served as an examination commissioner for the California Architects Board. Several faculty serve in local boards and commissions affecting local urban development, planning and preservation issues. These experiences are readily transferable to the classroom, where students are made aware of the need to contribute to one's community.

The Department's ability to address the foregoing issues in the context of curricular development is worked out in three settings:

- Long-range strategic planning, whereupon the faculty and Chair meet (typically once every 18-24 months) to work out the broad direction of curricular development. This is normally the setting where big decisions occur such as new program or concentration.
- Curriculum Committee, where curriculum implementation occurs. Decisions at this level involve syllabus development, standards, resolution of problems, etc.
- Individual meetings with the Chair of the Department where faculty exchange ideas about course content and coherence with the general teaching mission.

Lastly, the Department performs a number of functions under the category of program assessment. These include faculty teaching assessment (student evaluations of teaching, peer evaluations, etc) and the RTP (Retention, Tenure and Promotion) process, where faculty are advised, mentored and promoted.

I.1.4 Long-Range Planning

I.1.4a Process to identify needed improvements

There are several measures the Department uses to identify the changing context of the profession and our needs for changes. These include:

Strategic Planning. In conjunction with ongoing assessments, the Department periodically holds daylong faculty retreats to discuss the status of the program. Retreats were held 2008, 2009, 2010, and 2012. The College of ENV has a Strategic Planning Process as required by the University. The ENV Strategic Plan was last updated in 2009. This College strategic plan is developed as a compliment with the plans developed by each Department. The Dean has announced that the College of ENV will write a revised strategic plan in 2013-14.

Alumni Surveys are used to measure how our graduates are doing professionally and areas of the curriculum that have proved a solid foundation for entry to the profession; more significantly identifying specific skills sets and topics where the curriculum has not met expectations for entry into the profession. The survey also identifies new issues or trends that are coming to the profession and that should be considered in longer range planning.

Guest Critics are a significant factor in assessing our direction. The comments of invited guests in both public and private conversations play a role in assessing our progress in two principal areas. Some invited guests are fellow educators at regionally adjacent programs. This discourse operates in two directions. Invited guests discuss our students' progress, and our faculty attend reviews at other institutions in order to compare curricula and learning outcomes. These observations are integrated into curricular discussions at multiple levels: directly in the teaching practices of the individual faculty's own classroom and faculty are encouraged to write about these experiences in their RTP reports as part of self-assessment.

The second major area of input comes from the discussion with invited professional practitioners. Invited faculty members from other schools often have unique perspectives on pedagogy but these can be detached from the needs of the profession. Practitioners typically make up 40-60% of the invited guests to studio reviews. In some cases, we draw upon alumni for this task as they have a unique perspective to report back what was important to them in classes while at Pomona and how this may differ from what they experience in the profession.

Core Studio Organization is managed by studio coordinators. The studio coordinator is typically a full-time or tenured faculty member or a lecturer that has a long track record of teaching in the program and valuable institutional knowledge of past practices. The coordinator establishes the specific projects assignments for the quarter in consultation with the Department's curricular road map of skills and topics. The studio coordinator also works with the collective studio faculty and with the faculty teaching the studio lecture component of the course to review the proposed project. This is a critical time in which individual faculty members can contribute external observations to studio syllabus and pedagogy. The coordinator is responsible for communicating these findings and shifts to the Department Chair to guide identifying the proper fit of individual faculty to teaching assignments each quarter.

ENV Partners Circle is a collection of alumni and local professionals that represent the disciplines of Architecture, Landscape Architecture and Planning. The group works with the Dean and department Chairs on development issues but also serve as a means of discussion about professional needs and concerns that are filtered to the Curriculum Committee from the top down though the Chair and Dean. While these discussions have involved curriculum, they typically focus on long range planning tied to facilities and shifts in technology.

Scholarship/Continuing Education is central to the Department and University mission and is a valuable tool for assessment. While attending conferences or participating in continuing education courses faculty are encouraged to make observations of other architecture programs and share their findings with the faculty.

ARE Test Results are another means of gathering information. The results of the test in specific areas are noted as well as the overall number of students taking the ARE are discussed.

ACSA Leadership/NCARB IDP Coordinators. Annual participation in the ACSA Leadership conference and the NCARB IDP Coordinators conference help to keep the Department leadership current on changes under consideration or review at the local and national level that may impact curriculum and preparation for registration.

I.1.4b Data sets used to inform decisions

The data sets used to inform decisions are typically divided into internally collected data/forces and externally collected data/forces.

Applications are the first order of data that drives our program planning. The Department is one of a small minority of programs in the CSU system that is classified as an impacted program. This has been the case for nearly 40 years. Impaction is put in place when the number of well-qualified applicants far exceeds the system's capacity to seat the students. The Department has had between 1000-2000 local applications each year from inception. The relative cost of the program compared to private programs in the region makes this program the most affordable and in most cases the only means of professional education for many minority and disadvantaged students in the state. The advantage of impaction is that it is possible to forecast and adjust the number of students that will be entering the program every year. This is not something that is possible to do in non-impacted programs as in those cases students must be legally admitted if they meet the department's stated admission qualifications. Unfortunately, the funds available to hire part-time lecturers are often not adjusted to meet the incoming class size. When the programs in URP, LA, or ART have larger applicant pools, resources are spread thinner. The University has discussed plans to impact the entire University to in 2015, which should benefit popular majors like architecture, computer science and engineering.

Budget is the next data set that directs our planning. As noted above resources are not allocated to the Department but are allocated to the College as a lump sum based on permanent faculty budget lines and FTE projections. The budget limits our ability to grow the program or make curricular adjustments. Overall state support is projected to increase slightly in the coming years. However, funding levels remain as much as 30-40% lower than they were in the previous decade.

FTE (Full time equivalent) Projections are established by the Dean's Office in consultation with the Department Chair and used to "turn the tap" in Architecture on or off to let in more students to back fill enrollment shortcomings in other programs or limit the number of Architecture admits to provide resources for other programs. The Dean's Office produces these projections prior to summer and updates them throughout the year. These projections lead to the addition or canceling of class sections based on demand and available funding.

SFR (Student Faculty Ratio) numbers are monitored by the Provosts Office on campus. It has set a minimum of 19 SFR for undergraduate programs and 15 SFR for graduate programs.

The College of Environmental Design has historically had a low SFR due to the studio pedagogy practiced throughout the College, although Architecture has met or exceeded required minimums in the last few years. The Department has met these minimums, while maintaining smaller enrollment for studio courses, by offering larger lecture sections for many non-studio classes as well as by providing a design lecture attached to each studio where larger enrollments offset the low number of students studio section. Typically, first year has 20-25 students in each section and the number declines to 16-18 in second year and falls to 15-18 for undergraduate studios for the remaining three years of the program. Graduate studios start at 15-18 in first year and run at 12-15 in second and third year.

University Class Size Minimums
- 15 for undergraduate studios (except for first year that runs at minimum of 20)
- 15 for undergraduate electives
- 20 for undergraduate Lectures/Activities
- 12 for graduate studios, lectures and electives

Grades are the final tool that the Department tracks in making planning decisions. Students have to maintain University minimums for GPA, typically a 2.0 cumulative GPA, to remain in good academic standing. These minimums are more stringent for graduate students, which require a minimum of 3.0 GPA. The Department tracks grades in the undergraduate design studio where a C is a required grade in ARC 203/L for student matriculation into third year. Grades in structures are also tracked as large numbers of students perform at a lower rate in the structures classes than they do in studio or in the history sequence. Each class is a prerequisite to the next class in a sequence and the Department tracks the matriculation of the student's grade in prerequisites and over all GPA to make annual enrolment projections. To better ensure that students are prepared for Senior Project, the Department has instituted that all students must have successfully passed the construction, structures, and architecture history sequence, as well as all prior studios, before they are allowed to enroll in Senior Project.

I.1.4c Institutional Plans

As noted above, program curriculum planning is closely tied to institutional expectations, and it is also tied to the enrollments and budget of the remainder of the College. The Department has had limited success in making long term growth plans due to the limits on resources and most specifically the lack of space to provide permanent work space for additional students. Historically, the University has not prioritized addressing the overwhelming demand for the architecture program outside of capping the program and linking growth to the Department's ability to secure external funding for additional space. The recent budget issues in the state of California have placed significant limitations on all programs. Following a significant increase in the overall student population on the campus in 2007-08 the number of students was cut to an enrollment more closely tied to the budget provided to the campus from the state.

Central to the Department mission is providing affordable access to professional education in the discipline. Our demographic numbers reflect a very well qualified applicant pool and, given our limited admission, we tend to only seat the very best applicants. The Department has sought to increase our student population to serve a larger number of students. The diversity of our students is arguably beyond any program in the country and the pool of applicants that are not admitted have admission qualifications that exceed those of students admitted elsewhere in the College and University.

In the past three years, the Department has been able to argue that the potential growth of the Department should be a priority in the College of ENV. This has led to a substantial gift tied to the development of new facilities to provide increased enrollment. The Department has long weighed the tradeoff between physical proximity to the other programs in the College and our need for space. The discussion of long range planning and the reality of our budget constraints have forced the Department and College to recognize that the most valuable assets available to the Department of Architecture is our studio space located in Building 89 and the adjacent lecture/office and shop spaces. Discussions to consolidate the College adjacent to Building 7 ENV have been diverted as the state has determined that the available open space in the ENV neighborhood is seismically unsuitable for development and expansion.

The direction has now focused on consolidating Architecture on land adjacent to the existing Building 89 IDC (Interim Design Center) making the IDC a permanent design center for the

Department. A proposed expansion of this facility and a significant gift to the Department is discussed in the facilities and finance portions of this report.

Curricular Planning is tied to funding and to shifts in the profession largely due to changes in technology and assessment of the data discussed above. Any changes must be tied to available funds and demand for the program. The program has several agendas that indicate potential directions, which are detailed under the discussion of long-range plans.

I.1.4d Size/Quality/Diversity

The discussion of size is largely tied to space and resources, but it is also tied to the quality of the applicant pool available to the program. Fortunately the applicant pool is rich and demand is high so growth is feasible without lowering the quality of the incoming student population. There are also internal discussions as to whether the program should become simply larger or if we should diversify our degree options to better address specific academic interests and professional demands. Regardless, our pedagogical approach must also comply with University standards for FTE and SFRs.

A long-term discussion within NAAB has been the use of institutional space and in particular studio space made available for the exclusive use of individual students, referred to as cold desks. The Department has historically sought to provide permanent workstations for all students. This has been possible for all students beyond the first year of the program. First year space is shared with Landscape Architecture and Urban and Regional Planning, which required students to remove their tools and materials after studio so the space can be used by other classes during the course of the day. Changes in technology mean that the contemporary design studio is far less fixed than it was in the past. This may call for an assessment of the allocation of space based on observed student behavior and shifts in technology that have changed the way we work professionally. The program is not willing to surrender analog methodologies but we are having the discussion of how to integrate technology and more efficiently craft the use of our space. (The allocation of space is discussed further in the facilities section of this report.)

I.1.4e Program Growth

The Department's current long-term plan is to expand the undergraduate program by one cohort each year over the course of the next five years**.** This is an increase of one studio section of 16-18 students. We anticipate that, with normal attrition and matriculation rates, this will add about 80-90 students to the program over a five-year period. The anticipated growth will also run in conjunction with intent to admit a larger number of Community College transfer students to the program. Typically transfer students start in first or second year based on their level of architecture preparation. Although they might not have been admitted as first-time freshmen, transfer students work hard to raise their GPAs and to develop fundamental architectural skills along with real world work experience in the profession. Once admitted to the program they tend to perform extremely well, and we have found them to be a real asset for the program.

I.1.4f Curricular Directions/Technical Competence

Following the last NAAB visit, the Department of Architecture launched areas of concentration in historic preservation and sustainability. There are plans to add a concentration in healthcare design in 2014-15. The curriculum in these areas have advanced, best demonstrated in the high number of students that choose to do master's thesis projects or undergraduate senior projects focused on these areas. Based on our in-house assessment the faculty have also made a commitment to a greater emphasis on technical competence throughout the program.

Upper Division Studios. The faculty have reviewed and plan to make adjustments to the upper division independent topic studios. Over the past ten years, these studios have integrated fourth

and fifth year students along with the third year graduates in vertical studios with a wide range of topic and curricular content. This process has been successful in increasing the diversity of studio topics and instructors. Tenure-Track faculty members are typically assigned a topic studio class to allow opportunities for experimentation and research. The Department will continue this format, but in the future the faculty will require students show a greater level of technical knowledge within these studios. There will still be opportunities for students to investigate a variety of building types and design methods, but a greater emphasis will be placed on building systems and technology. These upper division studios will introduce faculty consultants into the studio with a range of expertise: structures, codes, M.E.P, site and context analysis, and representation. Consultants assigned to advise students in these studios will be a mix of faculty from within and outside the Department.

Starting in fall 2013 there will be a restructuring of the Senior Project sequence. The goal is to more closely monitor the range of topics and the integration of technical professional aspects and to regulate project deliverables to reflect this emphasis. Senior Project studio sections will be grouped into four general topic areas, each led by a faculty member through a two-quarter studio sequence. The current process utilizes two 2-unit preparatory classes taught by different faculty members. We have observed that students often lose some measure of focus as they move through the senior project sequence given that ensuing faculty often encourage changes in direction or emphasis. Students also have limited time to work on the Senior Project Research and Programming preparatory classes as these take place in parallel with their fall and winter topic studios. The proposed changes will place students in consecutive studios led by the same faculty member to develop a culminating experience within a more focused range of topics related to faculty expertise.

Computer Instruction/ Lynda. The Department has undergone significant shifts in the integration and delivery of digital media and training for our students. This shift is in response to the following factors: Our students are coming to the program with an increasing range of previous digital experience. Over the past years, software instruction has moved from specialized stand-alone courses to courses closely correlated to studio instruction. The University has expressed an increased interest in the development of on-line education across the curriculum.

A proposal has been prepared by Professor Proctor and the Chair to have the University fund a group license for the online software tutorial site Lynda.com, which will make it available to all students, faculty and staff in the College of ENV (and most likely the entire University.) The advantage of using Lynda.com is that they provide tutorials of an extremely wide range of software packages. Once implemented software instruction can move out of the studio setting and be more uniformly taught to support the work of all studio sections, instead of only those where faculty have an expertise in digital media. The Department will also recommend that students utilize the online training to develop digital skills over academic breaks and even upon acceptance to the program in preparation for their first year.

Expanded Comprehensive Design. In response to shifts in NAAB criteria, external comments, and the evaluation of ARE scores the Department has begun a curricular shift focused on the development of technical integration. In the past year, the undergraduate curriculum has been adjusted to place increased emphasis on the development of a comprehensive studio. Currently this studio (ARC 303/L) takes place in spring quarter of third year. The core studio is tied to a set of courses in structures, environmental control systems, a combined structures/ENV Controls class, and a code compliance course. The graduate program has focused these efforts in the ARC 505/L studio. The current plan is to coordinate the efforts of the undergraduate and graduate programs by offering the comprehensive studio with coordinated codes, ENV controls and structures courses during the same quarter. This will allow the use of consultants and allied coursework to more closely coincide.

Health Care. Professor Wu and members of the ENV Partners Circle are investigating a concentration in healthcare design recognizing the need given an aging population and an

interest in this expanding market sector in practice. Professor Wu, La Roche, the Dean and the Chair have been working in conjunction with the leadership of HMC Architects over the past two years to expand the healthcare design program. Currently this effort supports a yearly elective and a topic studio.

Urban Design. A taskforce made up of faculty from Architecture, Landscape Architecture, and Urban & Regional Planning is working to develop an urban design program with the College. Students in the program already have a good base in urban design. Currently collaborations occur in the area of urban design at the undergraduate level though the ARC 403/L in collaboration with Landscape Architecture (LA403/L) and at the graduate level though ARC 506/L. The introductory ENV 101/L studio focuses on urban research and is taught by faculty from all three departments. There are also multiple opportunities to do urban design (often in a cross-collaborative environment) in elective topic studios (such as the AECOM Topic Studios), summer abroad programs (such as the China Summer Studio), and in electives. The faculty seek to expand interdisciplinary work at a more advanced level of study, such as creating a post-professional urban design degree or master's concentration within each of the three built environment majors (ARC, LA, and URP.)

BIM. The faculty has a significant interest in advancing our efforts and resources directed at the development of Building Information Management (BIM) curriculum. Discussions with alumni and other professionals point to the expanded use of BIM software, particularly its use in state and federal projects. The advantage of BIM models is that they can be shared with collateral disciplines, used in construction document preparation to better coordinate digital information, and for bidding and construction sequencing. The Department is looking to reinstate Building Information Management (ARC 450) as a required course tied to the fourth year winter quarter topic studios. Students would use this class to create comprehensive BIM models of their Topic Studio design projects.

Internship. NCARB IDP has liberalized what is allowed to count towards internship credits during the period that students are enrolled in a NAAB degree program. The Department will be exploring how service learning studios and initiatives like the healthcare program may spawn IDP internship credit. The expansion of resources available through NCARB may lead to internship alternatives for students not able to find paid positions while in school.

Service Learning. The Department remains committed to service learning opportunities for design studios and lecture classes where opportunities match the needs the program.

Structures/Construction/Preservation/Sustainability Lab. As part of a long-term facilities and program expansion the faculty have expressed an interest in the development of a technical laboratory that will provide testing bays for structures and construction efforts, as well as expanded sustainability research outside of the Lyle Center facilities. The Department would also like to acquire space and equipment for material conservation work in support of the historic preservation concentration sequence. This lab would likely be installed adjacent to the proposed Digital Fabrication Lab in Building 89A (See Physical Resources for more detail.)

Shortening Program Length. Currently the undergraduate program is 246-quarter units. The CSU system has mandated unit caps on all programs as part of a budgetary assessment. The system is attempting to control costs and shorten time to graduation for all programs. The Department is currently in the process of reducing the unit count to 225-quarter units by fall 2014. This matches the 225 unit total that our sister program at Cal Poly San Luis Obispo has already met. To achieve this the architecture program will restructure studio lecture and lab unit counts (from 3/3 to 2/3) to maintain curricular content while reducing the total program unit count.

I.1.4g Long Term Planning and NAAB Perspectives

The Department's long term plans are tied to internal and external mission objectives and learning goals for our students. These overlap with the NAAB Perspectives:

Architectural Education and the Academic Community

The Department complies with University and system-wide policies, and cooperates with the College in support of other departments. The Department will be complying with CSU directions to make unit count reductions to our major. The Department continues to support the other programs in the College by utilizing our large demand to augment fluctuations in enrollment in other programs. We remain committed to interdisciplinary programs and collaborations in the classroom with students and faculty from Landscape Architecture and Urban & Regional Planning. Faculty members remain committed to College and University Service in support of larger community needs. We provide a valuable resource and professional expertise to the campus that supports the campus' sustainably initiative.

Architectural Education and the Students

The development and renovation of new facilities is essential to support our teaching. Our efforts in expanding the program are tied to the University's commitment to expanded teaching resources. These physical improvements will support enhanced use of new technologies and better formal and informal workspace for the students. Enhanced focus on technical competence in the studio along with initiatives in Healthcare and BIM will increase employment opportunities for our graduates.

Architectural Education and the Regulatory Environment

Continued evaluation of the Departments IDP requirements and changing NCARB procedures may lead to enhanced awareness and investment in the NCARB IDP program while students are in school. The Department will seek opportunity for academic internship experience, working in concert with NCARB regulations, as well as expanding opportunities for students to earn IDP credits though the Emerging Professionals materials. This will help to advance our mission of increasing registration interest and ARE success. Focus in these areas may shorten time to registration.

Architectural Education and the Profession

Expanded emphasis on IDP internship and registration in conjunction with a push for technical competence will expand the skills and employment opportunities of graduating students. Expanding our offering in sustainability, historic preservation, healthcare design and digital fabrication are invaluable to the future of the profession. These concentrations are aimed at meeting regional and national employment needs.

Architectural Education and the Public Good

Diversity in the profession is essential. Our program is the most accessible point of entry into the profession for minority students. Our curricular adjustments are aimed at increasing service learning opportunities, an emphasis on technical competence, and a commitment to the integration of health, safety and welfare issues in the context of the studio. Leadership in the area of sustainability is a continued goal of the program. The participation of our faculty and students at the Lyle Center for Regenerative Studies is working to expand knowledge in this area.

I.1.5 Self-Assessment Procedures

I.1.5a Progress towards mission

The Department of Architecture's stated mission is to:

- Advocate the broader purposes of architecture, including its public significance, its role in creating sustainable environments, and its provision of service to society through graduates who are responsible professionals, motivated by a sense of civic engagement.
- Affect the evolution of architecture, the quality of our environment, and the role of the architect in our society in a direct, critical and positive way.
- Provide students with diverse principles, knowledge and skills, which they will need to advance the practice of architecture.
- Promote design excellence, environmental sustainability and social responsibility.
- Conduct professional degree programs that exceed national standards.
- Expand our collaboration with the College, the University, and the larger community.
- Create a supportive and diverse community of students, faculty, and staff.

The six years since our last accreditation have been incredibly fruitful. The faculty has extensively advocated for the value of architecture and architectural education through conferences, publications, exhibits, and by example through their own built work.

In the area of sustainability Professor La Roche has published and lectured extensively on low cost sustainable housing solutions and carbon neutral design. Professor La Roche authored the book Carbon Neutral Architectural Design published by CRC Taylor Francis (2011.) Professor Wu has lectured and participated in the creation of sustainability education. Associate Professor Lin has co-published a book on new energy analysis tools and methods. Students have won many national sustainability awards including the competitive statewide Mel Ferris Scholarships and a number of USGBC National Design competitions.

In the area of preservation Professors Hoyos and Bricker are very involved in advocacy for the preservation of historic buildings and have made great progress towards recognizing and preserving significant architecture in California. Both have served as state commissioners and act as advisors and board members for numerous local and national preservation organizations. Both have worked on preservation surveys that involved funded student research, such as Professor Hoyos' Historic American Building Survey (HABS) documentation of The Forty Acres in Delano, CA. Over the past five years the US Forest Service has contracted with Cal Poly Pomona for Professor Bricker and her students to survey hundreds of recreational residences in the San Bernardino National Forest to assist them in meeting their federal environmental compliance. Professor Bricker has curated two major architectural exhibits one on the architect Donald Wexler at the Palm Spring Museum and one on Technology and the Modern House funded by the Getty Institute. Professor Lawrence has published on anthropology and preservation, including articles on the historic preservation of bungalows. Associate Professor Lorenzen has spent the previous five years raising funds, overseeing the restoration, and programming events, lectures, and exhibits at the Neutra VDL Research House in Los Angeles. This architectural landmark attracts several thousand people a year from around the world. The docents for the house are architectural students; these same students also participate in restoration and programming activities.

Faculty and students have been deeply engaged in service to the Department, the institution, and the large community. Many faculty serve on local design review boards, participate in the governance of their local AIA chapters, or even serve as state commissioners. Professor McGavin has served as Seismic Safety Commissioner for the state of California and has co-written a book on Earthquake Protection of Building Equipment and Systems. Associate Professor Lin published articles on disaster relief housing in Haiti and has worked with students to create a prototype for low cost disaster relief housing. Professor Ramirez has gotten funding and worked with students on built projects for poor communities with the non-profit group Corazon in Tijuana, Mexico.

Students have taken these class experiences and continued to work with community groups on their senior projects. For example, student Wesley Bassett worked with Corazon in Tijuana to design and build a multi-functioning construction trailer for the group.

Faculty have worked with students to create innovative and responsible design solutions for a variety of building types. Dozens of these projects have won awards at local, national and international competitions. Professors Ramirez, McGavin and Wu have successfully guided students through the rigorous comprehensive third year school studio, evidenced by the fact that in 2012 Students received the top three prizes in the California's Coalition for Adequate School Housing (C.A.S.H) 2013 Student Design Award competition. Work produced by the students in our China Summer program taught by Professor Ramirez and Landscape Architecture Associate Professor Wilcox won the 2011 APA Academic Award of Merit, American Planning Association California Chapter and the EDRA Great Places Award. (For a complete list of student awards and scholarships see section I.2.1z of this report.)

Many of our Tenure/Tenure-Track and Part-Time have won design awards for their own built work such as Professor Dickson, who won an Pasadena Beautiful Urban Design Award for the Stanton Commercial Building he designed. Associate Professors Lin and Fox won an AIA Honor Award for their "Bubbles" installation at the M&A Gallery in Los Angeles. Lecturer Bob Alexander won several prestigious travelling fellowships via competition such as the Rotch Travelling Fellowship from the Boston Society of Architects and the Cavin Travelling Fellowship. Lecturer Dennis McFadden has won several AIA/CC Merit and Honor awards for his built work, as has lecturer (and professor Emeritus) Bill Adams. Lecturer Barry Milofsky recently won several awards for the restoration of the Glen Lukens House and Studio from the LA Conservancy, California Preservation Foundation and the LA Business Council.

In terms of interest in expanding our level of collaboration within and outside the University, we have successfully established multidisciplinary studios with faculty in Landscape Architecture, Planning, and Engineering. Such as the 403/L and 506/L Urban Design Studios, the China Program, and the Precast Institute Studio (PCI) Studio taught by Associate Professor Schmitzberger and Civil Engineering faculty Mikhail Gershfeld. We have also established fruitful collaborations with agencies and groups outside the University such as the Modular Building Institute, the Disney Company, the design firm AECOM, the NASA Space Agency, and several Healthcare groups.

Our collaborations are greatly supporting the university with our active role in the academic community as our faculty and students engage in scholarship, community engagement, and service. Among commendable results from these collaborations are the 2008 NCARB Grand Prize, the result of a research-based interdisciplinary and service collaboration led by architecture faculty, Professors LaRoche and Ramirez collaborated with Professor Brown from Regenerative Studies. The prize was awarded for the design of a sustainable house prototype for disadvantaged communities in Tijuana Mexico. The award exemplifies the holistic nature of the curriculum, which allows students the benefits of a liberal arts-based education.

The Department is highly diverse and has continued to attract minority and disadvantaged students. There is a great level of engagement in student activities and generally great camaraderie between students. Faculty, Staff, and students are respectful of others opinions, and the Department works hard to promote a varied and comprehensive architectural education. The greatest struggles for the Department are not academic or interpersonal; they are our limited resources and space.

Hundreds of highly qualified applicants are turned away from our program every year since we do not have the facilities to accommodate them. Our ability to address our mission has long been compromised by the lack of facilities that could expand the program to meet this demand. The recent economic trouble hit California particularly hard leading to budget cuts across the CSU System, faculty and staff furloughs, and hiring freezes. Since our last accreditation visit we have made progress in raising funds to build additional space and to support the faculty

and student endeavors. The visiting team during our last accreditation described the Department's human and financial resources as being stretched thin, which create stress that could be potentially detrimental to the quality of the programs in the near future. Luckily this has not occurred, and by many measures our program has improved since the last accreditation visit.

Fortunately, the state of California appears to have hit financial bottom two years ago. It was a great relief to students, faculty and staff when the voters of California passed Proposition 30, a mechanism to stop the yearly cuts that were diminishing the State's public schools and universities. There was also the substantial donation from alumna Juliana Terian to provide new space to the Department of Architecture. This will advance our mission to create a supportive and diverse community of students, faculty, and staff.

The Department's current goal is to increase the undergraduate program by one cohort (16-18 students) per year. This will mean a total student population increase of 75 student over 5-years. We also plan to change the ratio of FTF and Transfer students, increasing admissions for transfer student by 10-15 students. Although this overall 20% increase is below our strategic plan goal to increase the Department by 50%, we feel that this incremental change will be easier to manage and will still offer greater access to students wanting to enter the architecture profession.

I.1.5b Self-Assessment and Strategic Planning

Since our last accreditation visit in 2008, the College of Environmental Design and the Department of architecture have undergone major changes in leadership. In summer 2008, Dean Karen Hanna, resigned. In Fall 2008, Professor Kyle Brown, Director of the John T. Lyle Center for Regenerative Studies, became Interim Dean. In 2008-2009, Interim Dean Brown embarked on a College strategic planning process in which all four Departments and the Lyle Center worked collaboratively. Current Dean Michael Woo was appointed in August 2009 and adopted the approved College plan.

At the Department level, Professor and Chair of Architecture, Judith Sheine retired from Cal Poly Pomona at the end of Fall 2012. Associate Professor Lorenzen accepted the Chair position starting in Winter 2013. Also since our last accreditation period, the University appointed a new provost, Dr. Marten den Boer in summer 2008. The appointments of Interim Dean Brown, Dean Woo, Provost den Boer, and Department Chair Lorenzen, have greatly facilitated more open lines of communication than in previous years.

The Department of Architecture has developed a strategic plan as part of a larger required College effort. The strategic plan is derived through a self-assessment process, to be described in this section, to support the mission of the Department as well as the five NAAB perspectives on architectural education. The strategic plan has been compiled and revised by the architecture faculty during retreats and Department meetings. It is the result of information gathered from extensive and diverse sources, outlined below. Strategic planning retreats were held in spring quarters of 2008, 2009, 2011 and 2012. The retreats of 2008 and 2009 yielded the articulation of strengths and challenges, Department plans, and the logging and assessment of progress made. The 2011 retreat served to discuss the new 2009 NAAB conditions. Then Chair Judith Sheine and Professor and Graduate Coordinator, Kip Dickson conducted revisions to the strategic plan in 2010 and 2012 to refine the Department vision with faculty input.

In winter 2013, as part of the Unit Reduction policy implemented across the CSU System, the faculty worked to evaluate options that would comply with the state mandate and that would also work to align our curriculum more closely with the 2009 NAAB Conditions. These changes include incorporating more technology into the studio, introducing specialized consultants into upper division studios, and making the senior project sequence two-full studio quarters instead of one studio and two 2-unit lectures.

Faculty Input in Self-Assessment & Planning

Department Faculty Meetings and Working Committees. Policies and procedures for the Department that are not established by the College or University are discussed and voted on in bi-weekly faculty meetings. These are attended by tenured and tenure-track faculty, student representatives and our Department Administrative Coordinator. Faculty are responsible for assessment of our progress on an ongoing basis though the committee structure.

- DRTPC (Department Retention, Tenure and Promotion). Reviews RTP policies and tenure and promotion applications.
- Curriculum Committee. Assesses and proposes curricular changes to then be presented at faculty meetings for approval and adoption.
- Awards/Scholarships Committee. Promotes student application to scholarships, reviews scholarship and award applications, recommends students for awards and scholarships.
- Search Committee. Leads hiring searches by drafting hiring announcements, overseeing hiring pool and dealing with University on institutions hiring guidelines.
- External Communications. Assesses and proposes opportunities for showcasing and engaging the Department in the larger architecture community.
- Henry Woo Lecture Committee. Organizes and reviews candidates for the Neutra Prize.
- Undergraduate Admissions Portfolio Review Committee. Assesses admission portfolios for placement of transfer students into first, second, or third year.
- Healthcare Advisory Committee: Oversees health care initiative concentration.
- Community College Liaison and 3rd Year Admissions committee. New committee starting fall 2013 to facilitate transfer students applications and to assess curriculum equivalencies for transfer into 3rd year.

Studio Coordinators & Team-Teaching. Studio organization is managed by studio coordinators who are typically full-time or tenured faculty members. This organizational structure is probably the most significant element in assessment as the studio coordinator is responsible for responding to the curricular road map and NAAB criteria. The studio coordinator establishes course content in consultation with the Department's curriculum committee; works collectively with year faculty to review course syllabi giving year's faculty a voice; and facilitates cooperation between studio and concurrently taught architecture lecture courses to assess goals, content, workload and deadlines. Coordinators are key mediators in the assessment of curriculum consistency across team-taught studios. They are also responsible for communicating findings to the Department Chair. Coordinators advise transfer students within each year and assess their progress to ensure their smooth integration into the program. At the graduate level the Graduate Coordinator and Department Chair over-see the progress of the students.

Advising is key assessment tool stemming from a one-on-one exchange between the student and faculty. All tenure and tenure-track faculty serve as formal undergraduate advisors to approximately 30 students each. The Graduate Coordinator advises all graduate students. Advising allows faculty to identify and assess issues and bring them up for discussion. In the undergraduate program, the faculty holds yearly advising sessions used to ensure student achievement. The first meeting, held in fall quarter, is for First, Second, and Third year students. A second meeting in winter quarter is directed to 4th and 5th year students.

ACSA Leadership/NCARB IDP Coordinators. Annual participation in the ACSA Leadership conference and the NCARB IDP Coordinators conference helps to keep the Department leadership current in changes that impact curriculum and preparation for registration.

Scholarship/Continuing Education. Faculty share their research through publication and conference attendance. While at conferences or while engaged in continuing education, faculty can observe other programs and bring that knowledge back for our own program assessment.

Student Input in Self-Assessment

AIAS and Quarterly Meetings with Students. The Department of Architecture students assume leadership roles in the Department (American Institute of Architecture Students, AIAS and Tau Sigma Delta, TSD), the College (ENV Student Council), and the University (Associated Students, Inc., ASI) organizations. Our AIAS chapter is the largest AIAS chapter in the United States. AIAS representatives join the faculty meetings and actively participate in setting Department policies, meeting with the Chair and the External Communications Committee.

The quarterly all-Department meetings are also opportunities for students to weigh in on policies. The new Department Chair, Associate Professor Lorenzen began her term by calling an assessment meeting with each of the student cohorts by year to hear their opinions and concerns at a time of transition for the Department. This meeting was well received by the students as it establishes a new leadership culture. Comments from the meeting were discussed in the faculty meetings to strategize short and long-term change.

Student Evaluations. Tenure and Tenure-track faculty are required to conduct student evaluations for all classes. Tenure-Track faculty are asked to analyze the results of these evaluations in their annual self-evaluation as part of their submission to the Department RTPC. The student evaluation forms have thirteen questions, covering teaching effectiveness and course content, scores can be given from 1-5, with 1 being the highest rating. These evaluations are taken very seriously at all levels of the Department, College and University RTP review process. In the Spring 2013, the Department RTP Committee developed an update to the evaluation student evaluation form to better assess course contents specific to course types and to clarify intent of questions for students. The new form is currently under review by the University and has not yet been approved for use.

Alumni and Profession Input in Self-Assessment

Guest Critics. Outside educators and professionals attend our student presentations and reviews every quarter serving as one means of course content assessment. Practitioners typically make up 50% of the invited guests to studio. In addition, many of these guests are alumni with a unique perspective on how Cal Poly served their professional practice.

ENV Partner's circle is a group of ENV alumni and local professionals that represent the disciplines of Architecture, Landscape Architecture, Urban and Regional Planning, and Art. The group works with the Dean and department chairs on development issues and offers input to the College on changes in the profession. These discussions are then filtered to the Curriculum Committee for review.

Alumni Surveys are used to measure our graduates' progress and curriculum areas important for entering the profession. They also identify skills sets and topics where we have room for improvement as well as new issues/trends in the profession that should be considered in longer range planning.

ARE Test Results in specific areas are reviewed as well as the overall number of students taking the ARE. This assessment is used to direct short and long-term curricular changes.

I.1.5c Strengths, Challenges & Opportunities

Through the strategic planning process the Department identified areas of strength, challenges, and opportunities.

Strengths:

- Well-qualified and diverse student population
- Diverse and highly qualified faculty
- Integration of knowledge-based areas into design, such as sustainability, historic preservation, healthcare design, and fabrication
- Improving levels of success in external funding

Challenges:

- A significantly declined State economy and budget instability
- Lack of physical space to facilitate program growth and additional hiring

Opportunities:

- Outside funding and collaborations with industry
- Success of Neutra VDL House restoration and cultural programming
- Publicist in the Dean's Office
- Interest from the CEU in developing new external graduate programs

Strength: A Well-Qualified Student Population. Competition to enter the program remains high, approximately 1500 students apply for 120 undergraduate places and 150 apply for 16 graduate places, which gives us a highly qualified and diverse student population. Roughly 78% of the students are from ethnic minorities, a slight increase from the 70% of 2006. Many of the applicants are low-income and the first in their families to go to College. They are highly motivated and interested in a very broad range of issues in architecture. Our graduate applicants have been steadily increasing in quality. While not quite as diverse as the undergraduates, they come from a wide variety of backgrounds from across the country and from international locations. The entire faculty reviews graduate applications annually, providing a perspective on the strengths and weaknesses of applicants in order to make curricular adjustments for the following year. Graduates of both programs are in much demand within the profession, for their knowledge and skills as well as for their enthusiastic and open outlook.

Strength: Highly Qualified Faculty. By definition the California State Polytechnic University, Pomona is a teaching University. Faculty are evaluated by their strengths in teaching, research and practice, and service, in that order. With regard to research, faculty are encouraged to involve students in their research and to focus on research efforts that build classroom content. The faculty is a diverse group, and all are active in research and professional activities. They are also very enthusiastic about teaching and have initiated many new academic and support activities in the Department.

Strength: Integration of knowledge-based areas in sustainability, and historic preservation. Since our last accreditation visit we have formalized our sustainability and historic preservation graduate concentrations. This has attracted a number of graduate students to our program and it has led to more courses in these subjects.

Strength: Improving levels of success in external funding. In the past two years the Department has had success in attracting external funding. A $2.5 million gift has provided a foundation to seek additional funds for the program. In addition, the development of the Master of Interior Architecture program has provided faculty development resources and staff to the Department. These have been able to offset our decreases in travel funding by the University and have allowed us to provide funded graduate assistants for all large lecture classes. We have also raised funds for the much needed restoration of the Neutra VDL House, $350,000 to date.

Challenge: A significantly declined State economy. Our most significant challenge is one that impacts the entire University: a decline in state funds stemming from the larger economic recession. The cuts to the California State University system resulted in increased tuition for students, diminished course offerings, and faculty and staff furloughs. Recent statewide initiatives, such as Prop 30, show voter support for public education. The state has partially restored funding to the CSU system, which allowed the Chancellor's office to reverse the 2012 tuition increases. The union has also negotiated a small pay increase for faculty of around $1000 per year, the first since 2007. These small gains show that the University is recovering from the recession.

Challenge: Instability of budget. Another fiscal challenge for the department challenge is getting our fair share of resources that are allocated to the College of Environmental Design. The College has used the large number of applicants to the Architecture program to help regulate total College FTEs. Unfortunately the resources earned though FTE are not always allocated to the Architecture Department and are instead used to support other programs in the College. Evidence of this can be seen in Table I.2.4K and I.2.4L comparing annual expenditures on architecture students compared to expenditures in other degree programs. This unequal distribution often results in larger sections for architecture studios.

Challenge: Lack of physical space to facilitate program growth additional hiring. The greatest challenge for the program has historically been inadequate space. The size of our program is directly tied to the need for additional space. The University, College, and Department recognize the need to expand the program to meet demand. Growth in the program is also tied to a guarantee from the University for additional Tenure-Track lines and development resources.

Opportunity: External Gift. The external $2.5 million gift described in various parts of this report is an opportunity to begin to address some of our long-standing facility issues. For the first time the Department is not simply requesting the CSU to provide a new building; we have a set of different alternatives. With a sizable starting point we hope to be able to leverage this gift by attracting attention to the cause. The Chair has initiated a short-term plan to spend some of the funds immediately to do some refurbishing to the existing IDC building including purchasing new smaller mobile desks to help improve flexibility and increase the utilization of existing studio space. With some money committed we can also consider if the larger plan for a new building is the most appropriate or if a phased set of smaller construction additions aimed at specific needs might be more feasible.

Opportunity: Interest from private industry. The department is investigating healthcare design as a new concentration. A Healthcare committee has been formed providing specialized input and funding. This has led to funded studios and specialized courses. Beyond healthcare we have significant faculty expertise across the College in Urban Design. The housing market has begun to gain strength once again in Southern California and there is increased interest in development of Transit Oriented Developments, which point to a need for more graduates with an expertise in Urban Design. There is also interest in pre-fabrication with a new relationships being formed with the Modular Building Institute and pre-fabricated building companies in the area.

Opportunity: Success of the VDL Restoration. The successful fundraising efforts and restoration of the Neutra VDL House allows us to increase awareness in our Historic Preservation concentration.

Opportunity: Publicist in the Deans Office. In addition to the substantial gift for facilities donor Juliana Terian has pledged funds to support outreach and publicity of the College and individual programs though the Dean's Office. For the first time the College has a dedicated staff member for outreach. Mr. Brasuell was hired by Dean's Office to coordinate these efforts. This has enabled the College to create web-based and printed promotional materials. Mr. Brasuell is media savvy and has considerable knowledge in the design field. The Department looks to take advantage of this resource to raise our profile nationally and internationally; promoting our faculty accomplishments and quality student work.

I.1.5d Progress Towards Department Strategic Plan's Objectives

The Department's objectives are articulated and updated on the Department's Strategic Plan, most recently updated in 2012. Many of these issues are discussed elsewhere in this report as a part of assessment, long-term planning & physical resources:

Objective 1: Space and Growth

To improve our physical resources and to find additional space to accommodate our current needs and to grow to respond to the incredible demand for our programs.

Given the large number of qualified applicants for our programs, the Architecture Department strategic planning process identified space and growth as our greatest priorities. These priorities were incorporated into the ENV College strategic plan in 2008-2009. The plan describes consolidating Architecture on land adjacent to Building 89 to make a permanent design center for Architecture. This proposed expansion and required funding is discussed in the facilities and finance portions of this report.

Until the Department can raise enough funds for a new building (or a series of smaller buildings) we are looking at ways to make better use of the space we currently have. The Department is engaged in a current plan to reimagine our existing facilities to make them more efficient and useful. This includes the purchase of new smaller mobile desks that address changes in technology, that increase the flexibility of the space, and that allow for more discussion space within the studio.

Objective 2: Strategic Alliances and collaborations

To seek strategic alliances that may allow us direct or indirect sources of funding in order to improve our financial resources.

The Department has been active in developing external alliances focused on the development of resource development and direct sponsorship of program activities. These efforts have included:

- The Master of Interior Architecture (MIA)collaborative degree program with UCLA Extension and Cal Poly Pomona's College of Extended University (CEU). Approved by WASC and the Chancellor's office in 2010, this collaboration began bringing in income to the Department in 2010/11.
- The Healthcare Architecture Initiative, begun in fall 2011. An Advisory Board of industry professionals has been formed with distinguished alumni Bob Kain and Sandy Smith. This initiative has brought in funding to support student studio supplies and travel.
- Sponsored studios with Walt Disney Imagineering, the Pre-Cast Concrete Institute (PCI), the Modular Building Institute, and architecture and urban design firm AECOM.
- Building alliances with the College of Engineering's Departments of Civil and Electrical Engineering. We are now teaching two AE topic studios, one on timber design and one of pre-cast concrete design. Collaborations with Engineering may offer opportunities for funding.
- Exploring professional education opportunities in Digital Media (Revit, etc.), Sustainability, and Historic Preservation with the College of Extended University (CEU).
- Developing our alumni network with Friends of Architecture (FOA), by hosting annual alumni receptions and 25-year reunions, and by supporting the close ties between alumni and AIAS.

Objective 3: Differential Fees

To work with the student leadership to lobby for a differential fee for the Department for the purposes of potentially aiding in funding a new facility as well as provide resources for student learning enrichment and offering aid to both instate and out-of-state graduate students to alleviate rising tuition/fees.

From meeting with students during the academic year 2008-2009, the Department assessed positive student willingness to support an increase in fees if this were used to increase the quality of education within the Department of Architecture. However, although the Department Chair has written several differential fee proposals that have been submitted to the Dean and Provost, there has been no progress with this initiative. Differential fees have not been approved by the Chancellor's office for the Department of Architecture, even though they have been approved for professional graduate programs in the College of Business. Differential fees for Business were approved by the administration based on the "professional degree" nomenclature. The CSU administration has yet to grant Architecture a similar dispensation.

I.1.5e Alumni Survey Results and Assessment:

In 2012, the Department conducted an online survey of our alumni. The University was able to provide us with email accounts for approximately 950 graduates. This number is far lower than the total number of graduates from our program, but this is what is available through alumni affairs.

In spring 2013 we began working with alumni affairs to increase our outreach to alumni, creating an online data entry site and reaching out to alumni through social media. We are hoping that these efforts improve our alumni database and improve future outreach efforts and survey response rates.

The 2012 survey had 110 alumni responses, roughly 11.5%. Given that the sample size is small these findings are not overly reliable. Still the survey provides some insights into the program. The respondents' gender and ethnicity was reflective of our expected population.

Degree.
A large range of ages are represented in the survey from recent alum to alum that earned their B.S. degree prior to institution of the accredited degree.

- Bachelor of Science 19
- Bachelor of Architecture 61
- Master of Architecture 21
- Master of Architecture II 9

Years to Graduation.
Years to graduation, for the undergraduate program, reflect a typical number supported by the University data on matriculation. The graduate numbers reflect an average for M.Arch. I and the discontinued 2-year M.Arch. II degree.

- Undergraduate 5.65 Years
- Graduate 3.06 Years

Registration.
A professional registration rate of 46% was more than had been anticipated, given national trends in the profession.

Employment.
67% of the respondents indicated that they were working in the Architectural field. Given national trends and the economy we would have expected that many more would be working in a related field. The sample size is too small to draw any significant conclusions however.

· Architect (Small Office 1-6)	34%
· Architect (Medium/Small Office 7-25)	18%
· Architect (Medium Office 26-50)	5%
· Architect (Large Office 50- up)	10%
· Project Management (Private Sector)	8%
· Project Management (Public Sector)	4%
· Construction	3%
· Entertainment/Movies/Tv/Games	1%
· Education/Teaching	4%
· Technology/Computer	2%
· Product Representative	2%
· Other (please specify)	10%

Preparation.
"The Architecture program at Cal Poly Pomona prepared me well to enter the Architectural profession." The average level of agreement for this response was 4.2 out of 5. All registered individuals responded at the level of (Agree) or (Strongly Agree level).

Curriculum Satisfaction.

"How satisfied are you with the following areas of the curriculum? " (1 indicates dissatisfaction and 5 indicates a high level of satisfaction).

The higher level of satisfaction with the design studio is to be expected, but it was good to see that the satisfaction level of structures was also relatively high. The middle range of scores for History/Theory, Environmental Controls and Construction Technologies was expected, but the faculty were surprised that the lowest scores were for Professional Practice and Computers/Digital Media. The lower scores for Professional Practice may be an indicator that not enough time is spent covering these topics. The curriculum committee is looking at ways to incorporate more professional practice content into existing courses.

As for Computers/Digital Media we have developed a plan to incorporate Digital Media, using an online tutorial system, at multiple levels of the curriculum. There are also a number of Digital Media electives that have been reconfigured. In the last two years the level of Digital competence has improved overall, and we expect these new initiatives will further improve these student skills.

• Design Studio	4.21
• Structures	3.92
• History/Theory	3.83
• Environmental Controls	3.52
• Construction Technologies	3.37
• Human Behavior	3.25
• Professional Practice	3.17
• Computers/Digital Media	2.87

Forecast.

"Based on your professional experience, which areas do you feel need to be emphasized in the future in order to meet the changing needs of the profession? " (1 indicates less emphasis needed and 5 indicates a high level of emphasis needed).

The desire for greater emphasis on Sustainability and Construction Technologies is in line with the direction that the Department is currently taking. This is especially true of upper division design studios that will move towards a more comprehensive design approach with "consulting" faculty brought into the studio to emphasize the integration of building and environmental technologies. The use digital BIM data and its potential to tie construction to design build is also a future curricular changes.

- Construction Technologies 4.41
- Environmental Sustainability 4.13
- BIM (Building Information Modeling) 4.08
- Design Build/Development 3.97
- Urban Design 3.37
- Historic Preservation 2.93

Resource Satisfaction.

"Please note your level of satisfaction with the following resources and facilities in the Department and College." (1 indicates dissatisfaction and 5 indicates a high level of satisfaction).

We expected that the level of satisfaction in the area of resources would draw the lowest response. There are a number of changes at the University and Department level that should address this dissatisfaction. Library resources are shifting to an on-line access where students can have access to all library resources from their studio space. As noted elsewhere, the Department is making progress to address the need for more and improved studio spaces. The improved location and increased size of the model shop along is another recent improvement. As mentioned earlier the department is also addressing the need for software training through additional digital courses tied to studios and by giving students access to Lynda.com. The department is also looking to expand its digital fabrication facilities.

It has been a wake-up call to see the level of dissatisfaction in career advising. To remedy the situation the University as a whole is working to increase student career services and hiring professional advisors for each College to improve student advising. This will be implemented in fall 2013. The new ENV College and department websites, to be launched in fall, will allow the department to post new job opportunities for alumni and students. The Department and College are also increasing the number of alumni events, as these can provide networking opportunities.

- Library Resources 3.27
- Academic Advising 3.22
- Design Studio Space 3.19
- Model Shop 3.15
- Computer Technologies 2.87
- Career Advising 2.62

I.1.5f Undergraduate Assessment

The undergraduate program assessment is performed though a regular monitoring of the curriculum by the Department Chair, the faculty via faculty meetings, and the Department's Curriculum Committee. The Curriculum Committee is a focused work team that develops the details of curriculum implementation that have been agreed to by the entire Tenured and Tenure-Track faculty.

Curriculum assessment at the Department level employs a variety of resources to inform necessary changes, such as input from members of the profession, alumni, students, and NAAB Criteria. Outside input is gathered through attendance by faculty or the Chair at ACSA and NCARB IDP Conferences, by attending reviews at other schools, through discussion with outside critics, and via alumni gatherings and surveys. Internal input is done through advising, through meetings with AIAS representatives, and through meetings of the Chair with year cohorts.

At the beginning of each quarter an exhibit of student work, called the Interim Exhibit, is displayed publicly so that students, faculty, alumni, and invited professionals can see all the work produced in the previous quarter. We also have an exhibit of all senior project (undergraduate) and graduate thesis work during commencement.

Outside educators and professionals attend student presentations and reviews every quarter. These project presentations are required for all students in all studios. We receive extensive feedback through this process, as these reviews are often daylong discussions. Our faculty members regularly attend similar reviews at other institutions in order to gauge our students' progress in comparison to other programs.

When issues arise based on these inputs, they are discussed in faculty meetings, which are also attended by a representative from the student body (AIAS). After discussion a direction is established through faculty consensus and referred to the Curriculum Committee for development. The committee then returns to the faculty with a developed proposal that the faculty votes to approve. Upon approval, the proposal is then reviewed by the necessary committees or VPs on campus, and then implemented. In some cases, such as the unit reduction plan, the proposal must be reviewed and approved by the College and University Curriculum Committees and the Senate before implementing the change.

I.1.5g Graduate Program Self-Assessment

Assessment in the graduate program involves many of the same techniques employed in the assessment of the undergraduate program. It begins during the admission process and continues on though academic advising. Advising begins prior to the admission process as many candidates come to campus for assistance with the preparation of their applications. The process is very competitive and many successful candidates, who have unsuccessfully applied in previous years, follow the advice of the graduate coordinator in gaining additional skills or refining their portfolio prior to reapplication. The entire faculty reviews the grad applications (120-180 annually.) This provides a perspective on the strengths and weaknesses of applicants in order to make curricular adjustments for the following year.

Once students are admitted, the Graduate Coordinator handles academic advising with assistance from the Department Chair. Students receive advising before their initial quarter in the M.Arch. I program and receive additional advice on a quarter-by-quarter basis. The graduate coordinator teaches the second year winter quarter design studio, which provides mid-program assessment. During this time, the grad coordinator assesses whether a student requires remediation or removal from the program.

The Graduate Coordinator, as well as the Department Chair (schedule permitting), attend all graduate reviews of student work each quarter and assess the progress of the students. This allows them to make adjustments in staffing and to make recommendations about course

content to the curriculum committee and individual instructors. Instructors from the preceding and subsequent studio courses attend the end of quarter reviews to assess progress and make adjustments in the next course syllabus to compensate for any observed shortcomings. In some cases students are held back or remedial work is suggested before they are allowed to proceed on to the next studio.

Changes to the M.Arch. I Program.

In winter 2011 the master's program was shortened by one quarter based on self-assessment procedures described in this section. The graduate program had previously taken three years and one quarter to complete. This provided a full year plus one summer of preparatory time for the development of materials for Thesis. The faculty observed that students were not making use of the summer quarter given they were doing this work outside of a required studio course. Summer employment was also a distraction. This consequently extended their time on campus. The University was also concerned about these extensions and began placing caps on total units that could utilize to receive financial aid. Time to graduation is also a larger concern expressed by the AIA and NCARB.

To shorten the program, the Department restructured the ARC 691, 694 and 695 requirements and schedule. These courses are now offered consecutively in a student's third-year of the curriculum. The Curriculum Committee also eliminated 8 units of required course material from the existing 160 units total. The prerequisite portion of the curriculum constituting 100 units has remained unchanged. The master's degree requirements have been shortened to 52 units for the master's candidacy. Shortening the program has shown a significant improvement in the time in takes students to graduate. We now typically graduate nearly the entire thesis cohort in the three-year time frame.

Since implementing this change two years ago, we have noticed students are more engaged in their thesis project. While the subject matter for the thesis remains varied the studio format has led to more comprehensive design projects. In addition there is greater emphasis placed on the delivery of the thesis document, which is produced following public presentation and defense of the project. The thesis book, which is compiled over the summer, better demonstrates professional competency. This has increased employment opportunities for graduates and has generated strong feedback from employers.

Changing Applicant Pool.

One area of concern for the program is the graduate applicant pool. When the economy dipped in 2009 all graduate programs on campus experienced a significant increase in applications. The number of our applications rose from 60-80 annually to as many as 180 at the peak. This number has declined, paralleling other programs on campus, to an average of 120-140 applications. In addition, the applicant pool has shifted away from applicants that are new to the profession (those with no architectural background) to more than 50% seeking a second degree. In compliance with the elimination of the March II degree designation, the Department has stopped admitting candidates seeking a post-professional degree.

We are currently engaged in discussions about the development of new post-professional degree programs that might serve this market of applicants.

Internship.

Similar to the undergraduate program all graduate students are required to fulfill 500 hours of internship hours as a basic degree requirement. This total was reduced from 1000 hours, recognizing the difficulty students were having finding meaningful employment in the profession and related fields during the economic crisis. Following our last NAAB visit changes to the NCARB

process for IDP has shown a significant liberalization in requirements and procedures for recording IDP internship hours. In discussions with local firms, student feedback and examination of alumni ARE scores, we have now made NCARB registration a requirement. This allows students to more accurately record their internship hours and begin the IDP process before graduation.

Master of Architecture II.

In accordance with NAAB policy the program has dropped all reference to the M.Arch. II as a NAAB degree. We have not admitted any students to this program in the past 4 years. The Department does accept students with undergraduate non-professional architecture degrees (B.S. or B.A in Architecture) to the Masters M.Arch. I program, granting them a maximum of one-year advanced standing. The Department requires all students, regardless of their standing, to take coursework in Professional Practice (California Law), Seismic Design and California Architecture.

The Department is considering the development of a post-professional one-year master's program that would be separate from the NAAB accredited degrees. This degree might specialize in Healthcare design or Historic Preservation. A careful study of demand for such a program will be conducted before moving forward with the lengthy process of getting such programs accepted by the University and CSU system.

Master of Interior Architecture (MIA.)

In fall of 2010 the Department launched a new degree program in Interior Architecture. The program is a joint program offered though the College of the Extended University at Cal Poly Pomona (CEU) in collaboration with the UCLA Extension University (UNEX.) The program does not share any curriculum with the NAAB degree programs, however resources from this program directly support staff and budgetary needs in the Department of Architecture.

I.1.5h Self-Assessment Results as Outlined by the Five NAAB Perspectives

Self-Assessment Results Regarding Education and the Academic Community

Alliances and collaborations. As mentioned above, the ENV Partner's Circle is a body of interdisciplinary alumni of the College and a primary self-assessment tool voicing the opinion of alumni. Its inception has yielded further discussion within the College Departments that have broadened the sense of the College's community. Other clear results are collaborations of our Department with other Departments within the College (Landscape Architecture and Urban Planning), with the Lyle Center for Regenerative studies, with other disciplines in the University (Engineering), and with entities outside the University.

Our collaborations are greatly supporting the University with our active role in the academic community as our faculty and students engage in scholarship, community engagement, and service, proving to excellence through holistic learning experiences demonstrating a liberal arts-based education. Among commendable results from these collaborations are the 2008 NCARB Grand Prize, the result of a research-based interdisciplinary and service collaboration led by Architecture faculty, Professors La Roche and Ramirez collaborating with Professor Brown from Regenerative Studies and Landscape Architecture. The prize was for a sustainable house prototype for disadvantaged communities in Tijuana Mexico. The award exemplifies the holistic nature of the curriculum which allows students the benefits of a liberal arts-based education, and which position the Department's excellence within the national academic community and within a civic community by addressing global issues.

A second award winning scholarly collaboration is the ENV China Program directed by Architecture faculty Ramirez and taught with Professor Wilcox (Landscape Architecture) and Professor Urey (Urban and Regional Planning). Work produced by students in the China summer studio received two national awards: 2012 EDRA Great Places Research Award from the Environmental Design Research Association, 2012 AICP Best Student Project Award, American Institute of Certified Planners and State Academic awards from the American Planning Association. The program provides an international service learning experience through collaborative practice and teaches social responsibility through community engagement.

In spring 2009, ARC 403/L, the required urban design studio in the fourth year B.Arch. program, led by architecture faculty Professor Hoyos, initiated a collaboration with a fourth year studio in Landscape Architecture. This studio explores current issues in urban design within the larger Los Angeles region and it exposes students to developers and government agencies as well as design professionals in related fields. This collaboration obtained a one-time grant of $40,000 from AECOM to study urban design in Southern California. Also in the area of urban design is ARC 506/L, the required urban design studio for second year graduate students in the M.Arch. program. In this course, guests are brought in representing the professions of landscape architecture and urban planning, as well as developers and representatives of city agencies. There are also examples of project collaborations with faculty in Engineering including Topic Studios taught by Professor Sheine, Associate Professor Fox, and Associate Professor Schmitzberger. Students and faculty in the Department clearly contribute to and benefit from these interactions and collaborations.

There are numerous activities in which faculty and students are engaging in scholarship activities at the local, regional and national level and exemplifying excellence with scholarly awards. For a detailed list of scholarship accomplishments by students and faculty, please see APR Section I.2.1.

Self-Assessment Results Regarding Education and the Students

Our demographic numbers reflect a very well qualified and diverse applicant pool. We recognize demand for our program as an opportunity for our program to grow. Our diverse demographic make-up provides our students with a unique opportunity to study in a richly

diverse environment representative of a global world. The program's admission competitiveness instills a sense of self-worth and distinctiveness. Our financial and space limitations, though a program challenge, leads to a tightly knit community with a neighborly attitude and respectful relationships.

Input from students and alumni led us to recognize the need to better communicate our academic achievements to the outside world. In collaboration with the AIAS, we have formalized an exhibit of the best student work at the start of each quarter and established an exhibit of all senior project (undergraduate) and graduate thesis work at commencement. Students, faculty, university administrators, students' families, and alumni attend these exhibitions. The quarterly student exhibit serves to distinguish the best students. It also allows all students to be exposed to opportunities and topics that their colleagues are engaged in, and to preview the breath of professional opportunities offered by diverse studio topics.

Our program's location in southern California is a great strength in that it offers a large network of professionals and academics that can be invited to give lectures and serve as critics. There are also free and open lectures for students to attend at other educational and cultural institutions in the greater metro area. These outside voices broaden student understanding and exposure of the profession and help them to develop a culture of lifelong learning. Alumni also play a key role in these efforts through support of the lecture series and by serving as critics during reviews of student work. Dean Michael Woo recently facilitated the donation of $15,000 from alumnus Mr. Henry Woo to support the Neutra Prize. This award is given to prominent architects who are invited to give a lecture at Cal Poly Pomona. Recent Neutra Prize lectures include Thom Mayne of Morphosis and the Japanese architect Tadao Ando.

International programs are a means to prepare students to live and work in a global world and to nurture self-awareness in light of diversity and respect for others. In our international programs students not only experience other countries and their people but also engage with disciplines outside of architecture. We have begun to assess each of our international programs to ensure academic content and to comply with the University's newly imposed yearly approval process for all international programs. In the spring 2013, Professor Ramirez was appointed to serve as Department Coordinator of International programs to track these programs and to advise students looking to participate.

Self-Assessment Results Regarding Education and the Regulatory Environment

We have made some modification to the internship requirement in light of NCARB and recent economic challenges in the profession. Students are now required to complete 500 hours through the NCARB verified internship development program (IDP). This makes it easier to monitor student progress in completing their Cal Poly Pomona internship requirement. We also hope that having students graduate with an NCARB file and 500-hours of IDP units completed will encourage a greater number of graduates to become registered architects. Prior to this the Department Internship Coordinator monitored student internships through an in-house progress report. The Department is also encouraged by the liberalizing of NCARB IDP policy that provides a wider range of work and supplemental experiences to count towards the internship requirement. NCARB has further expanded its policies with regard to supplemental experience such as engaging in design competitions or working on community-based design projects. In light of this, the Department is investigating how the internship may be more closely tied to the curriculum.

While we were not able to obtain information on the proportion of graduates who have obtained licensure since the previous NAAB visit, the California Architects' Board (CAB) was able to inform us that 590 Cal Poly Pomona graduates are active in the examination process that is required for licensure (the definition of "active" is anyone who takes at least one exam every five

years). CAB was also able to provide us with statistics on the rates of our graduates passing divisions of the registration exams in recent years

The current CAB and NCARB data for ARE 4.0 only are tracked as of 2011 last year's data has not been made public at the time of this report. See Table I.1.3c for ARE Exam results for 2007 through 2011. The scores over the 4 years of data (2008 to 2011) show an overall improvement in scores using the new test format. While the scores have improved they are below what the Department would like to see. Of equal concern is that the number of test takers in any given year tend to be low by comparison with the graduation rate for our program. Typically we graduate between 70 and 85 professional degree candidates each year. The number of graduates taking the exam each year tends to be around 50% of the number we graduate. This data has led the Department to initiate conversations on curricular changes that may enhance the skill set that students are required to have when taking the ARE exams. Among the changes are assessment made to ARC 303L Comprehensive Studio over the last 3 years and changes to the Senior Project structure to begin in 2013-14. These changes are outlined below in Self-Assessment Results Regarding Architectural Education and the Profession.

Self-Assessment Results Regarding Architectural Education and the Profession

Assessment of ARE scores and NAAB Accreditation criteria have led us to expand our emphasis on IDP internship and registration, to push for greater technical competence in upper division studios, and to expand our current sustainability and BIM course offerings.

In response to shifts in NAAB criteria, external comments and the assessment of ARE scores the Department has begun a curricular shift focused on the development of greater technical integration in studio. Since our last accreditation we have revised the undergraduate ARC 303L studio and the graduate ARC505L studio to better integrate with concurrent course in structures, codes, and environmental control systems. The work of both graduate and undergraduate comprehensive studios is assessed on a yearly basis. Recent student awards in the C.A.S.H Competition (California's Coalition for Adequate School Housing) in the Spring 2012 for work produced 3rd Year Comprehensive Studio offer evidence that this integration is yielding good results.

The Department assessment efforts points to curricular strengths in sustainability, historic preservation, urban design and healthcare design; efforts aimed at meeting employment needs relevant to our region. Measures of success in these areas include:

- Acceptance for membership in the National Council for Preservation Education in October 2009.
- Recognition by Architect in their December 2009 issue as one of three U.S. schools of architecture that excel in sustainable design.
- Funding for the healthcare initiative from industry professionals such as architectural and construction firms focused on healthcare projects, hospitals, and medical real estate management companies.
- Support for funded studios focused on urban issues such as the Disney and AECOM Studios.

The student's personal and intellectual engagement is often reflected in the topics they select to investigate during senior project (B.Arch.) and thesis (M.Arch.) These topics are chosen and developed independently with input from specialized design professionals or client groups. While the selection of research topics, programs, and possible clients is an important part of the senior project experience, we have determined that students would benefit from a more structured (and narrower) set of options. The Senior Project sequence will be modified to group subject areas into four specific categories to be led by individual faculty members through a two-quarter focused studio sequence. The Topic Studio will also address the need for greater integration of technical information and professional practice into all projects. The goal is to

more closely monitor the range of topics, to better integrate technical professional aspects into design projects, and to regulate project deliverables to reflect this emphasis. At the graduate level we are formalizing the Thesis Prep course (ARC691), which will be taught by Professor Bricker. Currently students work individually with instructors in the department whose expertise is closely aligned with the graduate student's thesis topic. This will continue, but through the thesis prep course students will also be instructed on research methods, modes of inquiry, and how to structure their research papers.

With the support of department faculty and alumni the Cal Poly Pomona AIAS chapter focuses much of their effort on organizing career focused mentoring events and workshops. These include portfolio and resume workshops, mock interview sessions, specialized software training by alum or faculty, field trips to building sites and local design offices, and mentoring dinners with alumni. The AIAS encourages members to participate in local AIA chapters and other professional organizations. They also organize group trips to attend exhibits and lectures at other schools, and they encourage members to participate in design and scholarship competition.

Self Assessment and the Public Good

The recent social upheavals brought about by the recession put into focus the need to address economic diversity in society. Our curricular adjustments look to emphasize service-learning opportunities, which means courses and projects that serve to improve disadvantaged communities. The department is also cognizant of our responsibility to ensure that students integrate health, safety, and welfare issues in their designs within the studio context.

The department's commitment to public good is best illustrated through its course offerings and by the faculty's commitment to professional service.

- Professor Ramirez (who serves as our Service Learning Coordinator) has taught studios and other courses that have focused on work with non-profit and community groups in the informal colonias in Tijuana, Mexico. In these courses her students have been engaged in design-build projects for extremely low-income squatter's settlements. Professor Ramirez has been honored for this work with the Citation for Distinguished Engaged Scholarship from The New England Resource Center for Higher Education (NERCHE).
- Associate Professors Fox and Lin taught a studio focusing on emergency housing for the victims of the Haiti earthquake.
- Associate Professor Hoyos, working with the Universidad Iberoamericana and United Nations Habitat, investigated the development of new housing and infrastructure in the ecologically threatened mangrove habitats in Pueblo del Rio, Veracruz, in Mexico.
- Professors Bricker and Hoyos have taught a number of Historic Preservation courses addressing advocacy projects in a variety of local communities or public park settings.
- Professor LaRoche led a studio in collaboration with HMC Architects to design and build two homes in Pamo Valley destroyed in the 2007 California wildfires and owned by the city of San Diego. These homes would serve as sustainable low cost alternatives to FEMA prototypes.
- Professor Wu leads the Cal Poly Healthcare Design Initiative for a future special concentration within the program. The initiative has been funded by a group of industry professionals.

Many of our faculty are engaged in public service in the profession. Several faculty sit on local planning and design review boards. Professor Bricker and Associate Professor Hoyos are past Chairs of the State Historic Resource Commission. Associate Professor Hoyos is also a member of the National Trust Advisory Board and serves on the NTHP Board of Trustees. Professor McGavin was Chair of the State Seismic Safety Commission and has been involved in legislation affecting seismic safety for more than twenty years. Professor Dickson has served as an examination

commissioner for the California Architects Board. Several faculty serve in local boards and commissions affecting local urban development, planning and preservation issues.

The Department has historically recognized the significant role that we play in providing access to under-represented student populations into the Architectural profession. This is part of the CSU goal but it is particularly significant where there are two public undergraduate degree programs and the demand is significantly more than either school can house. The sister program at San Luis Obispo admits as many as 50% of their student population from non-resident applicants as they pay additional fees to attend. Pomona only admits resident applicants focusing on serving the local population that cannot afford a private professional education.

I.1.5i Institutional Assessment

The Department faculty and program curriculum are subject to internal assessment and review as part of the larger University community. The Department participates in providing documentation for University accreditation and tracks and responds to changes in the University and State curricular requirements.

Faculty Assessment & Evaluation

Cal Poly Pomona has assessment policies for review of faculty for retention, tenure and promotion (RTP). All probationary faculty are reviewed annually. There is a review by the Department RTP committee (made up of tenured faculty), the Chair and the Dean. The College RTP committee (made up of tenured faculty representing each of the Departments in the College) reviews only those cases in which there is a disagreement between the Department and the Chair or in which the faculty candidate contests any of these reviews. A University RTP committee made up of one tenured faculty representing each College then reviews the reports. The University RTP committee primarily checks for compliance with Department RTP documents and University policy. After their review, the reports go to the Provost for review and recommendation.

The Architecture Department maintains a University approved Retention, Tenure and Promotion (RTP) document, in conformance with Appendix 16 (Policy No: 1328), which outlines all RTP policies and procedures. Each year before the Fall term begins, Faculty Affairs issues Appendix 16a, the schedule for RTP. Faculty notify the Department RTP Chair of an intent to request an RTP action at the start of fall term. In October candidates submit appropriate materials as identified in the Department RTP (DRTP) document, and an elected DRTP committee convenes to review and deliberate on the requests of each candidate. Candidates are notified of the committee's decision in November after which they may respond in writing and all materials are then sent forward to the College of ENV Dean for review. The Dean makes a separate assessment before sending the entire package forward to the University RTP Committee (URTPC) by the end of January. Candidates typically are notified of the final outcome in Spring Quarter. Provisions for appeal are outlined within Policy No: 1328 and the DRTP Document.

Policy No: 1328 (Formerly Appendix 16) governs all matters on Appointment, Evaluation, Promotion and Tenure. http://academic.csupomona.edu/faculty/rtp_fac.aspx

Student Evaluations and Peer Reviews

With oversight from the Department RTP committee all probationary and part-time lecturers are evaluated annually and all tenured faculty are evaluated on a 5-year cycle. As a part of the annual RTP evaluation all faculty are required to conduct student evaluations for all classes, and to analyze the results of these evaluations in their annual self-evaluation as part of their submission to the Department RTP committee. The student evaluation forms have thirteen questions, covering teaching effectiveness and course content scores can be given from 1-5,

with 1 being the highest rating (the lower your scores, the better the evaluations). These evaluations are taken very seriously at all levels of the Department, College and University RTP review process. In addition there are twice-yearly peer evaluations of teaching by senior faculty. Recently the RTP committed developed new student evaluation and peer review forms that are under consideration by the University RTP committee.

Probationary faculty all must have two peer reviews conducted by a more senior tenured faculty member annually and part-time faculty must have one in class evaluation done by senior faculty. The results of the probationary faculty reviews are a part of the RTP process and the part time evaluations are part of each faculty member's personnel file and are used by the Chair in the hiring process and assignment of teaching duties.

University Academic Senate

Since 1963 each California State University campus has had an Academic Senate. The Academic Senate is the official voice of the faculty and the primary consultative body in areas established by its constitution. The senate discusses and votes on the following issues: educational and other University policies, academic personnel policies, selection of administrative officials of University and foundations, and University administrative regulations and practices, including preparation of University Manual. Referrals are sent to the senate by individual faculty, committees, and administrators to make recommendations on University policy, procedure, or practice. Approved recommendations are forwarded to the University President.

Faculty from the Department of Architecture participate in University governance in the Senate, the Faculty Union, and sit on Academic Senate standing committees. In addition, individual faculty sit on various committees within the College of ENV.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development

The Architecture program resides within the College of ENV Design and draws from shared College-wide human resources for administration and support staff in the ENV Dean's Office. (See Table I.2.2 College of Environmental Design Organizational Chart)

I.2.1a College Administrative & Staff Positions

The College is administered by a Dean with the assistance of an Associate Dean. There are faculty program Chairs for each of the School's program areas—Architecture, Art, Landscape Architecture, Urban and Regional Planning, and a Graduate Coordinator for the Master of Regenerative Studies. Each Department Chair has a .5 administrative appointment, with an assigned annual teaching load of 22.5 WTUs. However, the College asks the Chairs to teach 50% of 36 WTUs (18 WTUs).

Each Chair is responsible for part-time faculty hiring, teaching assignments and class scheduling, committee assignments, budget management and other operations of the Department. The Budget is centralized in the College, and Chairs only manage a small supplies and services account allocated by the Dean's office annually.

Michael Woo	Dean
Dr. Julianna Delgado	Interim Associate Dean

College of ENV Staff

There are a number of staff positions that serve the entire College. These personnel include staff in the Dean's office, Visual Resources, the Computer Services/Print Lab, Instructional Services, Model Shop, and Kellogg Art Gallery.

The staff most directly connected with student and faculty services include:

- Dean's office: Admissions and Student Affairs Coordinator, who performs general student advising and is responsible for Architecture student admissions.
- Instructional Services Center which provides services in the areas of equipment check-out, audio-visual aids, computer equipment, and copy facilities; it is staffed by one full-time Instructional Support Staff, one half-time staff member and student aids.
- Model Shop offers equipment to make models and larger construction projects. It is staffed by a full-time technician, work-study students, undergraduate student assistants, and graduate TA's.
- Computer Services/Print Lab provides access to large format scanning, printing, laser cutting, and 3-d printing.

Information Technology, and Instructional Design staffing is provided across the University through the Division of Instructional and Information Technology (I&IT). This division and its staff provide and manage the IT infrastructure (hardware, network, and labs) for the entire campus, including full media and computing support in "smart" classrooms, distribution and maintenance of personal computing for faculty and staff, and support for online courses.

The Dean's office also has a Director of Development (half-time assignment in the College, half-time in University Advancement) with an assistant. The Director of Development assists the Departments' fund-raising activities. The College's Outreach and Data Coordinator facilitates public relations and the promotion of Departments. The College has two half-time budget analysts. The Dean has a personal assistant.

College of ENV Staff

James Brasuell	Outreach and Data Coordinator
Teresa Castenada	Student Success Coordinator
Becky Cheng	Senior College Budget Analyst
Elsie Considine	Dean's Administrative Assistant
Carrie Geurts	Director of Development
Lincoln Hoke	Shop Manager
Chitra Perera	College Budget Analyst
Edna Quichocho	Instructional Supplies and Services
Karin Skiba	Temporary Director/Curator Kellogg Gallery
Sam Winfield	Administrative Coordinator
Michelle Fillmore	Gallery Director/Curator (starting November 12, 2013)

I.2.1b Architecture Department Administration

Personnel within the Department of Architecture primarily provide for curricular and teaching needs, with a few faculty serving joint roles in Department administration. The Department has one administrative coordinator and one support staff member.

The Architecture Program Chair receives 6 WTU release per quarter, 1/2 of the annual teaching load. In addition, the Chair manages the Department's *Annual Fund* (donations and other non-state contributions), the *Friends of Architecture* fund, a revenue account from the Department's External Degree/Continuing Education program, and scholarship accounts (please see 3.10 Financial Resources for more detail).

The Architecture Graduate Coordinator (GC) receives 2 WTU release time per quarter, (1/6 of the annual teaching load) to advise the graduate students and supervise graduate admissions. Additionally, one of our Architecture Faculty members is also the Graduate Coordinator for the Master of Regenerative Studies, having similar duties and release time as the Architecture Graduate Coordinator. One other Architecture Faculty is granted 8 WTUs of release time each year to administer the College Archives-Special Collections. There is also release time for faculty serving on University-wide committees, such as the URTPC (4 WTUs.)

Sarah Lorenzen, RA	Architecture Program Chair
Kip Dickson, RA	Graduate Program Coordinator

Architecture Staff

The Department has a full-time Administrative Coordinator (AC) who maintains Department operations. Additionally the Department has a half-time staff member who assists both the AC and the Chair. These positions are dedicated entirely for administrative functions. We currently have a temporary hire filling in the administrative assistant position. A permanent hire will be made by January 2014.

Rocky Sanchez	Administrative Coordinator

I.2.1c Architecture Faculty

Cal Poly Pomona Architecture Faculty come from a variety of academic, scholarly and professional backgrounds related to Architecture. The broad coursework of an architecture program is well supported by the faculty's professional and academic qualifications that include professional degrees in architecture, planning and urban design, post-professional architecture degrees, and Ph.D.'s. As well, many faculty have extensive professional practice experience, and/or maintain research and scholarly activities.

Tenure/Tenure-Track Faculty (Last 2-years)

Starting in fall 2013 the Department will have 15 tenured and tenure-track faculty. In the past academic year (2012-13) the Department conducted a successful search for a faculty with responsibilities in structures and design. The new tenure-track faculty member commences teaching in fall 2013.

Lauren Bricker, Ph.D.	Professor of Architecture (Historian, Archives)
Kip Dickson, RA	Professor of Architecture
Michael Fox	Associate Professor of Architecture
Luis Hoyos, RA	Associate Professor of Architecture
Pablo La Roche, Ph.D.	Professor of Architecture
Denise Lawrence, Ph.D.	Professor of Architecture (Anthropologist)
Juintow Lin, RA	Associate Professor of Architecture
Sarah Lorenzen, RA	Associate Professor of Architecture, Chair
Gary McGavin, AIA	Professor of Architecture
Alexander Ortenberg, Ph.D., AIA	Associate Professor of Architecture
Axel Prichard-Schmitzberger	Associate Professor of Architecture
George Proctor, RA	Professor of Architecture
Irma Ramirez	Professor of Architecture
Marc Schulitz	Assistant Professor (Tenure-Track)
Judith Sheine, RA	Retired in December 2012
Hofu Wu, Arch. D., FAIA	Professor of Architecture

Table I.2.1A Tenure and Tenure-Track Faculty 2007-08 to 2013-14

2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Bricker	Bricker	Bricker	Bricker	Bricker	Bricker	Bricker
deJarnett	deJarnett					
Dickson	Dickson	Dickson	Dickson	Dickson	Dickson	Dickson
Fox	Fox	Fox	Fox	Fox	Fox	Fox
Hacker, Ferp	Hacker, Ferp	Hacker, Ferp				
Hoyos	Hoyos	Hoyos	Hoyos	Hoyos	Hoyos	Hoyos
La Roche	La Roche	La Roche	La Roche	La Roche	La Roche	La Roche
Lawrence	Lawrence	Lawrence	Lawrence	Lawrence	Lawrence	Lawrence
Lin	Lin	Lin	Lin	Lin	Lin	Lin
Lorenzen	Lorenzen	Lorenzen	Lorenzen	Lorenzen	Lorenzen	Lorenzen
McGavin	McGavin	McGavin	McGavin	McGavin	McGavin	McGavin
Nardi, Ferp	Nardi, Ferp	Nardi, Ferp				
Ortenberg	Ortenberg	Ortenberg	Ortenberg	Ortenberg	Ortenberg	Ortenberg
Schmitzberger	Schmitzberger	Schmitzberger	Schmitzberger	Schmitzberger	Schmitzberger	Schmitzberger
Proctor	Proctor	Proctor	Proctor	Proctor	Proctor	Proctor
Ramirez	Ramirez	Ramirez	Ramirez	Ramirez	Ramirez	Ramirez
Sheine	Sheine	Sheine	Sheine	Sheine	Sheine	
						Schulitz
Wu	Wu	Wu	Wu	Wu	Wu	Wu

Part-time Faculty (Last 2-years)

The Department has 20 part-time lecturers each of whom provides a unique perspective of architecture and professional experience. Lecturers' teaching loads range from one course/year to as many as two per term. Collectively the lecturers comprise another 6 full-time equivalent positions (272 WTUs) to the Departments teaching staff.

William Adams, FAIA	Professor Emeritus
Robert Alexander	Lecturer
Orhan Ayyuce, RA	Lecturer
Keely Colcleugh	Lecturer
Mitchel de Jarnett	Lecturer
Ana Escalante-Lenz, AIA	Lecturer
Graham Ferrier, RA	Lecturer
Nadim Itani	Lecturer
Christoph Kapeller, AIA	Lecturer
Dennis McFadden, FAIA	Lecturer
Barry Milofsky, AIA	Lecturer
Deborah Murphy	Lecturer
Alex Pang	Lecturer
Katherine Papineau	Lecturer
Marta Perlas, AIA	Lecturer
Corey Ruppert	Lecturer
Behnam Samareh, Ph.D.	Lecturer
Audrey Sato	Lecturer
Allyne Winderman, FAIA	Lecturer
Nathan Wittasek	Lecturer

Table I.2.1B Part-Time Faculty 2007-08 to 2013-14

2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Adams	Adams	Adams	Adams	Adams	Adams	
Alexander	Alexander	Alexander	Alexander	Alexander	Alexander	Alexander
Atak	Ayyuce	Ayyuce	Ayyuce	Ayyuce	Ayyuce	Ayyuce
				Colcleugh	Colcleugh	Colcleugh
Escalante	Escalante	Escalante	Escalante	Escalante	Escalante	Escalante
Gershfeld				Ferrier	Ferrier	Ferrier
loudine						de Jarnett
Itani	Itani	Itani	Itani	Itani	Itani	Itani
Lowry	Lowry				Kapeller	
	Martin		McFadden	McFadden	McFadden	McFadden
			Mensonides			
		Milofsky	Milofsky	Milofsky	Milofsky	Milofsky
O'Brien	O'Brien				Murphy	Murphy
Pang	Pang	Pang	Pang	Pang	Pang	Pang
			Penick	Papineau		
Perlas	Perlas	Perlas	Perlas	Perlas	Perlas	Perlas
	Sakamoto				Ruppert	
Samareh	Samareh	Samareh	Samareh	Samareh	Samareh	Samareh
Sardinas				Sato		
Tolkin	Tolkin	Tolkin	Tolkin			
Troxel	Troxel	Troxel				
			Winderman	Winderman	Winderman	Winderman
Wittasek	Wittasek	Wittasek	Wittasek	Wittasek	Wittasek	Wittasek

I.2.1d Grad Assistants

A limited number of Grad Assistantships are made available each year. These part-time paid positions provide opportunity for graduate students and they support faculty teaching courses with large enrollments, typically core lectures.

Table I.2.1C Number of Graduate Assistant Positions between 2007-08 and 2012-13

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-14
18	11	13	11	28	24	30- Proposed

I.2.1e Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.

The University prohibits discrimination because of race, color, religion, national origin, sex, gender identity/gender expression, sexual orientation, marital status, pregnancy, age, disability, genetic information, medical condition, and covered veteran status. The University complies with federal and state laws regarding discrimination and harassment against employees, students, applicants, and independent contractors. The University adheres to the California State University (CSU) system policies embodied in the CSU executive orders reflecting these laws.

The California State University is currently governed by Executive Order 883, "Systemwide Guidelines for Nondiscrimination and Affirmative Action Programs in Employment," as well as other federal and state laws. Cal Poly Pomona is required to establish uniform policies and procedures that ensure a fair and open hiring practice and a work environment that is free of sexual, racial and other forms of discrimination. Affirmative action at the university is based on a proactive commitment to engage in activities that will result in quality education and equity for all individuals.

The University assigns a high priority to the implementation of nondiscrimination policies, and devotes resources to assure compliance with the letter and spirit of all laws prohibiting discrimination in employment and educational programs. The University has a center for Diversity and Compliance, that implements antidiscrimination policies, provides proactive support, and receives and processes discrimination complaints.

The Diversity Office is responsible for reviewing and monitoring all searches for the University and serves as a resource to search committees. Along with the Diversity Office, the College/School Deans, the College Diversity Committees, if constituted, and department Chairs share ultimate responsibility with the President for a successful University affirmative action program by ensuring that everyone involved in the recruitment process adheres to the University's affirmative action guidelines. In California there are two laws and policies related to faculty recruitment and selection: Affirmative Action and Proposition 209.

Affirmative Action is a policy originally promulgated from Federal Executive Order 11246, that calls for Nondiscrimination in Government Employment, which includes government contractors and subcontractors. It relates to the ***Recruitment*** phase of the search and appointment process. To meet Affirmative Action requirements:

- The Faculty Search Committee should reflect diversity in its composition
- The Faculty Search Committee should search and recruit broadly
- Advertisements should be broad and inclusive in both placement of ads and the language used
- Availability data should be noted, so that the committee understands the makeup of the potential pool of applicants and can determine if the actual pool is a reflection of the available pool
- The applicant pool and search process must be reviewed to make sure that outreach has been broad and inclusive.

Proposition 209 is a California State Law implemented in 1997 that states that no preferential treatment can be given during the hiring process based on race, sex, color, ethnicity or national origin. It relates primarily to the ***Selection*** phase of the search and appointment process. To meet Proposition 209 requirements:

- Those invited to campus as part of the approved pool may not be selected based on their race, sex, color, ethnicity or national origin
- The rationale for the final candidate's selection or non-selection cannot be based on any of the criteria set forth in Proposition 209
- In the offer and follow-up process, no preferential treatment may be given based on any of the criteria set forth in Proposition 209

I.2.1e Faculty Diversity

Of the current 15 full-time tenured and tenure-track faculty, five are women. Three faculty members are Hispanic (another faculty member is from Mexico City, but is not Hispanic), and two are Asian-American.

The 20 part-time lecturers of the past two years have included seven women and twelve men; two Hispanics, two Asian-Americans, and three that are from the Middle East. Many Architecture faculty are native-speakers of a language other than English: three speak German, five speak Spanish, three speak Mandarin/Cantonese, one speaks Russian, one speaks Turkish, and two speak Persian.

University policies ensure diverse hiring by approving a pool of faculty applicants for both our part-time and tenure-track positions. The Director of Diversity and Compliance approves any search before recruitment commences. Tenure-track positions are advertised through ACSA and other national journals, coupled with outreach to alumni, professionals and colleagues at other institutions to identify as broad an audience as possible. University approved position announcements must contain Cal Poly Pomona's policies related to equal opportunity hiring and non-discrimination practices. (See Appendix 6, p. 38)

Tenure-Track candidate pools must be approved by the Director of Diversity and Compliance before the Department is allowed to review applications. During the evaluation process applicants are ranked based on their credentials/education, teaching experience, research and professional work, professional references, and their contribution to diversity. Interviews with candidates and their references query the candidate's experience with and capacity for working in a culturally diverse environment, further ensuring that we will maintain a diverse and equitable environment. Once the interview process is finalized, all the tenure-track and tenured faculty deliberate and then rank the finalists by secret ballot. The vote is tabulated and a recommendation is sent to the Dean.

I.2.1f Policy and Procedure Formulation

Cal Poly Pomona formally approves, promulgates in a consistent format, and centrally maintains all official University policies. University Policies are organized under the following main headings: Administrative, Academic, Facilities, Financial, Alumni and Donors, Information Technology. http://www.csupomona.edu/~policies/

Policies and procedures for the Department that are not established by the College or University are discussed and usually voted on in bi-weekly faculty meetings. These are attended by tenured and tenure-track faculty, student representatives and our Department Administrative Coordinator, Roxana Sanchez. While curriculum proposals are often initiated and discussed in the Curriculum Committee, they are always discussed and approved at faculty meetings before they are adopted. All attendees at these meetings are encouraged to weigh-in on all decisions.

I.2.1g ADA Accommodations

The Disability Resource Center (DRC) has been designated as the campus authority to verify disabilities and to prescribe specific accommodations for students with documented disabilities. Individualized programs are designed that enable students to compete academically on an equal basis with their non-disabled peers. Academic accommodations and support services are available to students who have mobility, visual, or hearing impairments, chronic health conditions, and/or attention, learning or psychological disorders. Students with temporary disabilities (e.g., broken arm, sprained ankle) may also be served.

http://www.csupomona.edu/~diversity/ada.shtml

http://www.csupomona.edu/~policies/Administrative/americans_with_disability.html

I.2.1h Harassment

http://www.csupomona.edu/~policies/Administrative/affirmative_action.html

I.2.1i Faculty Union

California Faculty Association (CFA) is the exclusive collective bargaining representative for the California State University faculty. In that role CFA negotiates a contract with the CSU administration for the faculty, promotes academic freedom, upholds faculty rights, delivers financial protection for the faculty, and promotes faculty participation in the governance of the CSU and of CFA.

If a faculty member thinks there is a problem with the administration or with the process for appointment, promotion, and tenure, he or she can ask for CFA representation. A CFA representative will talk to the Administration and try to resolve the situation; if it cannot be resolved easily, the case will go to a grievance procedure, following a specific process of review.

I.2.1j Policies, procedures, and criteria for faculty appointment, promotion, and tenure

Cal Poly Pomona has policies for review of faculty for retention, tenure and promotion (RTP) that help to make the process fair. All probationary faculty are reviewed annually. There is a review by the Department RTP Committee (DRTPC, made up of tenured faculty), the Chair and the Dean. The College RTP Committee (CRTPC, made up of tenured faculty representing each of the Departments in the College) reviews only those cases where there is a disagreement between the Department and the Chair or where the faculty candidate contests any of these reviews. A University RTP Committee (URTCP, made up of one tenured faculty representing each College) then reviews the reports. The URTPC primarily checks for compliance with Department RTP documents and University policy. After their review, the reports go to the Provost for review and recommendation.

The Architecture Department maintains a University approved Retention, Tenure and Promotion (RTP) document, in conformance with Policy No: 1328 (formerly Appendix 16), which outlines all RTP policies and procedures. Each year before the Fall term begins, Faculty Affairs issues Appendix 16A(1), the schedule for RTP. Faculty notify the Department RTP Chair of an intent to request an RTP action at the start of fall term. In October candidates submit appropriate materials as identified in the Department RTP (DRTP) document, and an elected DRTPC convenes to review and deliberate the requests of each candidate. Candidates are notified of the committee's decision in November after which they may respond in writing and all materials are then sent forward to the ENV Dean for review. The Dean makes a separate assessment before sending the entire package forward to the URTPC by the end of January. Candidates

typically are notified of the final outcome in Spring Quarter. Provisions for appeal are outlined within Policy No: 1328 and the DRTP Document.

I.2.1k Faculty workload connection to student achievement

Teaching loads are set by the CSU and are the same for all campuses. Full-time faculty on the quarter system are assigned 45 weighted teaching units (WTUs) each year. Tenured and tenure-track faculty receive three of these units each quarter for "Assigned and Related Duties" which include student advising, committee work, and other service contributions. All tenure and tenure-track faculty serve as advisors, with the Graduate Coordinator advising all the M.Arch. students. Faculty generally advise around 30 students each.

The remaining 36 WTUs are assigned to teaching, but do not have to be distributed evenly over the year. Faculty teaching loads vary from quarter to quarter. Most faculty teach at least two classes every quarter, with around nine classes a year as a typical load. Classes vary from 1-9 WTUs each. The system is fairly complicated. Seminar classes meet for four hours/week and are assigned 4 WTUs. Large lecture classes are assigned 3 WTUs for three hours of lecture and 1 WTUs each for three one-hour discussion sections, for a total of 6 WTUs. Lower division studios are assigned 6 WTUs for nine hours of meetings; upper division and graduate studios get 6 WTUs for nine hours of studio and an additional 3 WTUs for three hours of associated lecture, for a total of 9 WTUs.

The Chair attempts to make the teaching loads as equitable as possible. Because the 45 WTUs is mandated by the CSU system, the only way to adjust teaching loads is to assign more units to the classes or to buy out classes through release time. The Dean's office funds a small number of graduate assistants, and the Department uses a portion of Master of Interior Architecture (MIA) funds to pay for additional graduate assistants for the large lecture classes.

While none of the required 45 WTUs per year are assigned to research/practice/professional development, the Department does expect a percentage of faculty time to be devoted to this area. Given the very high teaching loads, research expectations are not as high as they are at an R1 University, such as the University of California system. Nevertheless, the Department RTP document calls for faculty to engage in research, professional and/or creative work, without being specific as to the amount.

Even with high teaching loads the Architecture faculty is largely very productive in research and practice and extensive public service to the profession. Each faculty member at the Assistant Professor level works out a plan with the Department DRTPC and the Chair with expectations in the areas of teaching, research and service for both the short- and long-term. As the faculty member progresses through tenure and promotion they are evaluated for their progress in realizing the planned accomplishments, with flexibility to allow for changing circumstances and directions, as approved by the Committee and Chair.

In 2009-10, due to cuts to the budget, the College was asked to cut approximately one studio section each quarter. This means that the studios increased by 2-3 students per section. Since this time undergraduate studios from second year up have averaged about 18-20 students. The first year studios have been much larger, with 25-30 students in ENV 101L sections and 20-24 in ARC 102L and 103L. The Department is looking to return to pre-2009 studio sizes, given the somewhat improved economic conditions. For 2013-14 studios in ENV101L will remain large 25-28 students, but studios in ARC102L and 103L will go down to 20 students per class (returning to five sections instead of the more recent four.) Studios from second year to fifth year will be reduced to 15-18 students per section, down from 18-20.

The increase in studio size did not occur at the graduate level as there is only one graduate studio section per year. Graduate studio sizes vary from 12 – 20 students, depending on the number admitted into the graduate program.

Table I.2.1D Tenure and Tenure-Track Teaching Loads (WTUs) 2011-12 and 2012-13

Faculty name	WTU	FALL 2012	WINTER 2013	SPRING 2013
Bricker	**34**	464/A (6), 460 (4), 499(1)	362/A (6), 499 (1), URTPC (4)	467 (4) + Archives (8)
Dickson	**37**	471/A (6), 691(4), GC(2)	505/L (9), 694 (4), GC (2)	695 (8), GC (2)
Fox	**28**	342 (6), 504/L (9)	402/406/L (9), 499 (4)	Sabbatical
Hoyos	**36.5**	401/405/L (9), 491 (2)	302L (6), 494 (2), 499(4)	299/A (4.5), 403/403L (9)
Lawrence	**34.5**	201 (3), 481 (4), RS501 (4), RS510 (4), GC-RS (2)	RS640 (3), RS550 (2), GC-RS (2), IC-RS(2)	299/A (4.5), GC-RS (2), IC-RS (2)
La Roche	**36**	401/405/L (9), 491 (2), RS 530 (4)	331/A (6), 431 (4)	203 (3), 203L (6), 499 (2)
Lin	**23**	201L (6), 401/405/L (9)	202L (6), 299 (2)	Maternity Leave
Lorenzen	**28**	ENV101 (2), ENV101L (4), 401/405/L (9), 499 (1)	202 (3), 499-01 (2), 499-02 (1)	454(2), 499-01(2), 499-02(1), 699 (0)
Mcgavin	**39**	301 (3), 321/A (6), 342A (6)	322/A (6), 424/A (6)	323/A (6), 425 (4), 499 (2)
Ortenberg	**35**	361/A (6), 491 (2)	402/406/L (9), 494 (2), 499 (4)	363/A (6), 495 (6)
Schmitzberger	**35**	299 (1), 491 (2), 401/405/L (9)	299 (1), 494 (2), 499 (4), 502/L (9)	299 (1), 495 (6)
Proctor	**38**	201L (6), 299 (2), 452 (4)	402/406/L (9), 456 (4)	454 (2), 506/L (9), 299 (2)
Ramirez	**36**	201L (6), 401/405/L (9)	302 (3), 302L (6), 494 (2)	303L (6), 499 (4)
Sheine	**6**	499 (2), 499 (4)	Retired	
Wu	**36**	201L (6), 499 (4)	402/406/L (9)	332/A (6), 503/L (9), 499 (2)

Faculty name	WTU	FALL 2011	WINTER 2012	SPRING 2012
Bricker	**35**	424/A (6), 460 (4), 499(1)	Release (6), 499 (4), 499(1)	469 (4), 499(1), Archives (8)
Dickson	**37**	471/A (6), 691(4), GC (2)	505/L (9), 694(4), GC (2)	495 (6), 695 (2), GC (2)
Fox	**35**	301L (6), 342 (3), 499 (4)	299(1), 402/406/L (9)	203L (6), 341/A (6)
Hoyos	**35.5**	401/405/L (9), 491 (2)	402/406/L (9), 494 (2)	299/A (4.5), 403/403L (9)
Lawrence	**36.5**	201 (3), 481 (4), RS501 (4), RS510 (4), GC-RS (2)	RS640 (3), GC-RS (2), IC- RS (2)	299/A (4.5), 499 (4), GC-RS (2), IC-RS (2)
La Roche	**35**	401/405/L, Release (2), RS 530 (4)	331/A (6), 431 (4)	203L (4), Release (2), 433 (4)
Lin	**36**	201L (6), 401/405/L (9)	202L (6), 494 (2), 499 (4)	203 (3), 495 (6)
Lorenzen	**0**	Sabbatical	Sabbatical	Sabbatical
Mcgavin	**36**	301 (3), 321/A (6), 342A (3)	322/A (6), 424/A (6)	323/A (6), 425 (4), 499 (2)
Ortenberg	**36**	361/A (6), 491 (2), 499(2)	494 (2), 202 (3), 402/406/L (9)	363/A (6), 495 (6)
Schmitzberger	**37**	299 (1), 491 (2), 452 (4), 401/405/L (9)	494 (2), 499 (4), 502/L (9)	495 (6)
Proctor	**26**	Sabbatical	402/406/L (9), 454 (4)	456 (4), 506/L (9)
Ramirez	**35**	201L (6), 401/405/L (9)	302 (3), 302L (6)	299 (1), 303L (6), 499 (4)
Sheine	**26**	499 (2), 504/L	402/6/L (9), 499 (2)	499 (2), 695 (2)
Wu	**36**	201L (6), 499 (4)	402/406/L (9)	332/A (6), 503/L (9), 499 (2)

Table I.2.1E Part-Time Faculty Teaching Loads (WTUs) 2011-12 and 2012-13

Faculty	WTU	Fall 2012	Winter 2013	Spring 2013
Adams	9	501/L (9)		
Alexander	29	401/405/L (9)	102L (6), 102(1), ARC 150 (3)	103 (1), 103L (6), ARC 150 (3)
Ayyuce	16	ENV101L (4)	102L (6)	103L (6)
Colcleugh	3	591 (1)	591 (1)	591 (1)
Escalante	12	Leave	102L (6)	103L (6)
Ferrier	15	591 (1), 301L (6)	591(1)	591(1), 341/A (6) – For Fox
Itani	30	301L (6)	202L (6), 302L (6)	203L (6), 303L(6)
Kapeller	9		402/406/L (9)	
McFadden	15		402/406/L (9)	303L (6)
Milofsky	21	401/405/L (9)	202L (6)	303L (6)
Murphy	6			403L (6)
Pang	36	201L (6), 301L (6)	202L (6), 302L (6)	203L (6), 495 (6)
Perlas	28	101L (4), 301L (6)	202L (6)	495 (6), 203L (6)
Rapport	4			499-NASA (4)
Samareh	16	ENV101L (4)	102L (6)	103L (6)
Winderman	6			403L (6)
Wittasek	5			303 (3), 591 (2)

Faculty	WTU	Fall 2011	Winter 2012	Spring 2012
Adams	15	501/L (9)	102L (6)	103L (6)
Alexander	36	401/405/L (9), ENV101L (4)	102 (1), 102L (6), ARC 150 (3), 499-VDL (1)	103 (1), 103L (6), ARC 150 (3), 499-VDL (1)
Ayyuce	16	ENV101L (4)	102L (6)	403L (6)
Colcleugh	6	299-Dig (1), 591 (1)	299-Dig (1), 591 (1)	299-Dig (1), 591 (1)
Escalante	0	Leave	Leave	Leave
Ferrier	10	299-Dig (1), 591 (1)	299-Dig (1), 591 (1)	299-Dig (1), 591 (1)
Itani	36	201L (6), 301L (6)	202L (6), 302L (6)	203L (6), 303L(6)
McFadden	15	401/405/L (9		303L (6)
Milofsky	21	401/405/L (9	202L (6)	303L (6)
Pang	36	201L (6), 301L (6), 491 (2)	202L (6), 302L (6), 494 (2)	203L (6), 495 (6)
Papineau	6		362/A (6) - For Bricker	
Perlas	30	ENV101L (4), 301L (6), 491 (2)	202L (6), 302L (6)	203L (6)
Samareh	16	ENV101L (4)	102L (6)	103L (6)
Sato	6			103L (6)
Winderman	6			403L (6)
Wittasek	5			303 (3), 591 (2)

Table I.2.1F Studio Lecture and Lab (L) Class List, Schedule, and Faculty Assigned

Design Studio and Associated Lecture		Offered	Taught by previous two years
ENV101/L	Foundations of Design I	Fall, annually	Lorenzen (cord), Ramirez (cord), Ayyuce, Alexander, Perlas, Samareh
ARC 102/L	Introduction to Architecture Design	Winter, annually	Lorenzen (cord), Alexander (cord), Adams, Ayyuce, Escalante, Perlas, Samareh

ARC 103/L	Introduction to Architecture Design	Spring, annually	Alexander (cord), Ayyuce, Escalante, Ferrier, Perlas, Samareh, Sato
ARC 201	Architecture Design Lecture - Introduction to Behavioral Factors	Fall, annually	Denise Lawrence
ARC 201L	Architecture Design	Fall, annually	Dickson (cord), Lin (cord), Escalante, Itani, Pang, Proctor, Wu, Ramirez
ARC 202	Architecture Design Lecture - Introduction to Project Programming	Winter, annually	Sarah Lorenzen, Alexander Ortenberg
ARC 202L	Architecture Design	Winter, annually	Lin (cord), Itani, Milofsky, Pang, Perlas
ARC 203	Architecture Design Lecture - Introduction to Sustainability	Spring, annually	Juintow Lin, Pablo La Roche
ARC 203L	Architecture Design	Spring, annually	La Roche (cord), Fox (cord), Itani, Milofsky, Pang, Perlas
ARC 301	Architecture Design Lecture - Technology and Design	Fall, annually	Gary McGavin
ARC 301L	Architecture Design	Fall, annually	Proctor (cord), Fox (cord), Ferrier, Itani, McFadden, Perlas, Pang, Schulitz
ARC 302	Architecture Design Lecture - Housing	Winter, annually	Irma Ramirez
ARC 302L	Architecture Design	Winter, annually	Ramirez (cord), Hoyos, Itani, Perlas, Pang
ARC 303	Architecture Design Lecture - Codes	Spring, annually	Nate Wittasek
ARC 303L	Architecture Design	Spring, annually	Ramirez (cord), Itani, McFadden, Milofsky
ARC 401/405/L	Sustainability Topic Studio	Fall 2011, 2012, 2013	Pablo La Roche
ARC 401/405/L	Disney Topic Studio	Fall 2011, 2012, 2013	Irma Ramirez
ARC 401/405/L	Precast Concrete Topic Studio	Fall 2011, 2012, 2013	Axel Schmitzberger
ARC 401/405/L	Preservation Topic Studio	Fall 2011, 2012, 2013	Luis Hoyos
ARC 401/405/L	T.O.D. Topic Studio	Fall 2011, 2012, 2013	Barry Milofsky
ARC 401/405/L	Theory Topic Studio	Fall 2013	Alexander Ortenberg
ARC 401/405/L	Competition Topic Studio	Fall 2012, Fall 2013	Sarah Lorenzen
ARC 401/405/L	Topic Studio	Fall 2011	Juintow Lin
ARC 401/405/L	Courthouse Topic Studio	Fall 2011	Dennis McFadden
ARC 401/405/L	Brick or Transit Topic Studio	Fall 2011, Fall 2012	Robert Alexander
ARC401/402/405/406/L	China Study Abroad Topic Studio -	Summer 2012, 2013	Irma Ramirez with Andy Wilcox (LA) and Gwen Urey (URP)
ARC 402/406/L	Healthcare Topic Studio	Winter 2012, 2013	Hofu Wu
ARC 402/406/L	Modular Building / Parametric Topic Studio	Winter 2012, 2013	George Proctor
ARC 402/406/L	Theatre Topic Studio	Winter 2012, 2013	Alexander Ortenberg
ARC 402/406/L	Space Topic Studio	Winter 2012, 2013	Michael Fox
ARC 402/406/L	Preservation Studio	Winter 2012	Luis Hoyos
ARC 402/406/L	Courthouse Topic Studio	Winter 2013	Dennis McFadden
ARC 402/406/L	Parking Topic Studio	Winter 2013	Christoph Kapeller

ARC 403	Architecture Design Lecture - Urbanism	Spring, annually	Luis Hoyos
ARC 403L	Architecture Design - Urban Design	Spring, annually	Hoyos (cord), Ayyuce, Murphy, Winderman
ARC 491	Bachelor's Project Research	Fall, annually	Hoyos (cord), La Roche, Ortenberg, Pang, Perlas, Schmitzberger
ARC 494	Bachelor's Project Programming	Winter, annually	Hoyos (cord), Lin, Ortenberg, Ramirez, Schmitzberger
ARC 495	Bachelor's Project Design	Spring, annually	Schmitzberger (cord), Dickson, Lin, Ortenberg, Pang, Perlas
ARC 501/L	Graduate Studio I	Fall, annually	Bill Adams, Mitchell de Jarnett
ARC 502/L	Graduate Studio II	Winter, annually	Axel Schmitzberger
ARC 503/L	Graduate Studio III	Spring, annually	Hofu Wu
ARC 504/L	Graduate Studio IV	Fall, annually	Michael Fox, Judith Sheine
ARC 505/L	Graduate Studio V	Winter, annually	Kip Dickson
ARC 506/L	Graduate Studio VI	Spring, annually	George Proctor
ARC 601/L Elective Studios (see 401/405/L)		Fall, annually	(See topic Studios)
ARC 602/L Elective Studios (see 402/406/L)		Spring, annually	(See topic Studios)
ARC 691	Thesis Research	Fall, annually	Lauren Bricker, Kip Dickson
ARC 694	Thesis Programming	Winter, annually	Kip Dickson
ARC 695	Thesis Design	Spring, annually	Dickson, (Sheine, Lorenzen)

Table I.2.1G Required Lecture Class List, Schedule, and Faculty Assigned

Required Lectures		Offered	Taught by Previous Two Years
ARC 321/A	Structures	Fall, annually	Gary McGavin
ARC 322/A	Structures – Wood/ Steel	Winter, annually	Gary McGavin
ARC 323/A	Structures - Concrete/Masonry	Spring, annually	Gary McGavin
ARC 424/A	Seismic Design in Architecture	Winter, annually	Gary McGavin
ARC 331/A	Environmental Controls	Winter, annually	La Roche
ARC 331/A	Environmental Controls	Spring, annually	Hofu Wu
ARC 341/A	Bldg. Materials/Methods	Spring, annually	Michael Fox, Graham Ferrier
ARC 342/A	Adv. Bldg. Materials/Methods	Fall, annually	Michael Fox, Gary McGavin
ARC 471/A	Professional Practice	Fall, annually	Kip Dickson
ARC 499	Building Systems Integration	Spring, annually	Gary McGavin/Hofu Wu
ARC 299/A	Critical Thinking in Architecture	Spring, annually	Denise Lawrence / Luis Hoyos
ARC 361/A	Ancient and Medieval Architecture	Fall, annually	Alexander Ortenberg
ARC 362/A	Renaissance and Baroque Architecture	Winter, annually	Lauren Bricker, Papineau
ARC 363/A	Modern Architecture Since 1750	Spring, annually	Alexander Ortenberg
ARC 464/A	American Architecture	Fall, annually	Lauren Bricker
ARC 150	Intro to Computers	Winter/Spring annually	Robert Alexander
ARC 299	Second Year Digital Media	Fall/Winter/Spring annually	Colcleugh/Ferrier, Proctor, Lin

Graduate Courses			
ARC 591	Intro to Digital	Fall/Winter/Spring annually	Colcleugh/Ferrier, Proctor, Lin
ARC 591	Codes	Spring, annually	Nate Wittasek

Table I.2.1H Elective Lecture Class List, Schedule, and Faculty Assigned

Required Lectures		Offered	Taught by Previous Two Years
ARC 299	Noon Lecture Series	Fall/Winter/Spring, annually	Axel Schmitzberger, Ramirez, Fox
ARC 425	Adv. Structures	Spring 2012, 2013	Gary McGavin
ARC 431	Sustainable Systems	Winter 2012	Pablo La Roche
ARC 433	Energy Conservation	Spring 2012	Pablo La Roche
ARC 499	Tools for Sustainability	Winter 2012	Juintow Lin
ARC 499	Advanced Lighting	Fall 2011	Hofu Wu
ARC 481	Behavioral Factors	Fall, annually	Denise Lawrence
ARC 499	Urban Studies	Spring 2012, 2013	Irma Ramirez
ARC 499	Healthcare	Fall 2012, 2013	Hofu Wu
ARC 499	Community Practicum	Winter 2013	Irma Ramirez
ARC 499	Teaching Practicum	Fall/Winter/Spring, annually	Sarah Lorenzen, Judith Sheine
ARC 460	Preservation Architecture	Fall 2012	Lauren Bricker
ARC 467	California Architecture	Spring 2012. 2013	Lauren Bricker
ARC 499	Theory As Drawing	Winter 2012, 2013	Alexander Ortenberg
ARC 499	Topics in Preservation	Fall 2012, 2013	Luis Hoyos
ARC 499	Special Topics in Preservation	Winter 2012	Lauren Bricker
ARC 499	Neutra Docents	Fall/Winter/Spring, annually	Sarah Lorenzen, Lorenzen/Bricker, Alexander/Bricker
ARC 452	Advanced Digital Design Media	Fall 2011, 2012	George Proctor, Axel Schmitzberger
ARC 453	DECAF	Winter 2012, 2013	Axel Schmitzberger
ARC 454	Interactive Media for Architecture	Winter 2012, 2013	George Proctor, George Proctor / Sarah Lorenzen
ARC 456	Animation / Simulation Design Methods	Spring 2012, 2013	George Proctor
ARC 499	Robotics	Fall 2011, 2013	Michael Fox
ARC 499	Space Architecture	Spring 2013	Corey Ruppert

I.2.1l Opportunities for faculty and staff to pursue professional development
A variety of instruments are available for faculty professional development but RTP policies provide the greatest incentive and guidance for faculty professional development, and program currency (see more in subsequent sections).

The Department manages several funds that are used to support faculty activities in the classroom, for travel, professional development and equipment. These funds are in addition funds faculty may obtain through their own grant writing endeavors with support from the Office of Sponsored Programs. The Department through the College of the Extended University, and jointly with UCLA Extension, runs a Master of Interior Architecture (MIA) program in part to generate funds. Additionally some funds are obtained by offering coursework as Continuing Education Units (CEU). Alumni Henry Woo, a local architect, generously established a fund that supports high-profile lectures (Neutra Medal) and faculty travel for conference presentations.

The President, Provost, and Faculty Center for Professional Development, each run annual programs to which faculty may apply to obtain funds for travel, research, equipment and course development support. Additionally, the campus' Faculty Center for Professional Development provides support to through a variety of programs and opportunities for growth and advancement. The University also provides the opportunity for faculty to take a sabbatical leave every seven years. Faculty Center website: http://www.csupomona.edu/~facultycenter/

Table I.2.1l Financial Resources available to faculty (CSPUP Funds and External Grants/Gifts)

LAST NAME	TYPE	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Bricker	CSPUP Funds	$700	$2,250	$2,026	$500	$1,500	$950
Bricker	Grants/Awards	$17,720		$10,000		$140,000	$180,000
Dickson	CSPUP Funds	$700	$500	$500	$500	$1,500	$950
Fox	CSPUP Funds	$700	$3,150	$2,036	$500	$1,500	$950
Fox	Grants/Awards		$750				$29,927
Hoyos	CSPUP Funds	$1,100	$1,700	$825	$500	$1,500	$950
Hoyos	Grants/Awards					$47,150	$2,500
La Roche	CSPUP Funds	$1,100	$2,950	$975	$500	$1,500	$950
La Roche	Grants/Awards	$26,500	$2,000	$5,000	$5,000	$5,000	?
Lawrence	CSPUP Funds	$700	$1,441	$1,914	$500	$1,500	$950
Lin	CSPUP Funds	$1,700	$900	$1,515	$500	$1,500	$950
Lin	Grants/Awards					$5,000	[$29,927]
McGavin	CSPUP Funds	$700	$500	$500	$500	$1,500	$950
Lorenzen	CSPUP Funds	$1,328	$500	$1,700	$500	$1,500	$950
Lorenzen	Grants/Awards			$5,000	$10,000	$52,000	$70,000
Ortenberg	CSPUP Funds	$700	$500	$975	$500	$1,500	$950
Schmitzberger	CSPUP Funds	$700	$1,200	$1,905	$500	$1,500	$950
Schmitzberger	Grants/Awards			$12,000	$12,000	$22,000	$39,300
Proctor	CSPUP Funds	$700	$500	$500	$500	$1,500	$950
Proctor	Grants/Awards						$3,500
Ramirez	CSPUP Funds	$1,200	$2,316	$1,680	$1,900	$1,500	$950
Ramirez	Grants/Awards	[$25,000]	$10,000	$17,430	$25,000	$25,000	$25,000
Sheine	CSPUP Funds	$1,200	$1,000	$500	$500	$1,500	Retired
Sheine	Grants/Awards				$7,500	[$140,000]	[$160,000]
Wu	CSPUP Funds	$700	$500	$500	$500	$1,500	$950
Wu	Grants/Awards	$7,700	$2,500	$2,500	$2,000	$25,000	$28,500

I.2.1m Partial list of grants and awards received by full-time faculty

2007-2008

Bricker, Lauren. National Register Evaluations of Recreational Residences Grant ($17,720)

La Roche and Ramirez, NCARB Award ($25,000), for "Low cost sustainable housing, Tijuana Mexico."

La Roche, Pablo and others. Sustainability Research Gift from HMC ($1500)

Wu, Hofu. DOE/NASULGC Award ($1200) to attend Minneapolis Sustainable Design Curriculum Workshop

Wu, Hofu. AIA Travel Award ($1500) to attend the AIA Grassroot & Strategy Initiative Group Committee meeting, Washington, DC, Feb., 2008.

Wu, Hofu. Taiwan International Exchange Program Award ($5000) from the Asian American Architects and Engineers Foundation.

2008-2009

Fox, Michael Research Grant ($750) from Coachella Valley Music and Arts Festival

La Roche, Pablo and others. Sustainability Research Gift from HMC ($2000)

Ramirez. Irma. Project Funding ($10,000) for Tijuana Settlements Design-Build Studio from Raytheon Co.

Wu, Hofu. Taiwan International Exchange Program Award ($2500) from the Asian American Architects and Engineers Foundation.

2009-2010

ARC Department. Henry Woo Lecture Series and Travel Gift ($30000)

Bricker, Lauren. National Register Evaluations of Recreational Residences, Buildings, and Structures Grant ($10,000), U.S. Forest Service.

La Roche, Pablo an others. Sustainability Research Gift from HMC ($5000)

Lorenzen, Sarah. Project Funding for SMIBE ($5,000), The Graham Foundation. Awarded

Ramirez, Irma. Walt Disney Imagineering Funded Studio. ($25,000) with Professor Wilcox (LA)

Schmitzberger, Axel. PCI Funded Studio ($12,000.)

Wu, Hofu. Taiwan International Exchange Program Award ($2500) from the Asian American Architects and Engineers Foundation.

2010-11

La Roche, Pablo and others. Sustainability Research Gift from HMC ($5000)

Lorenzen, Sarah. Matching Grant ($10,000) for the Neutra VDL Roof Restoration project from the National Trust for Historic Preservation.

Ramirez, Irma. Walt Disney Imagineering Funded Studio. ($26,000) with Professor Wilcox (LA.)

Schmitzberger, Axel. PCI Funded Studio ($12,000.)

Sheine, Judith. Graham Foundation Grant ($7500) for R.M. Schindler and the Kings Road House manuscript.

Wu, Hofu. Taiwan International Exchange Program Grant ($2000) from the Asian American Architects and Engineers Foundation.

2011-12

Bricker, Lauren, Judith Sheine et al. Getty Foundation grant ($140,000) for "Technology and Environment: The Post War House in Southern California" exhibit.

La Roche, Pablo and others. Sustainability Research Gift from HMC ($5000)

Lin, Juintow. "Environmental and Energy Simulation of Haiti Housing Project," (PRSCA) Grant ($5000)

Hoyos, Luis. National Park Service Grant ($40,000) for Documentation of the Forty Acres, Delano, California

Hoyos, Luis. AECOM Funded Studio ($7146)

Lorenzen, Sarah. Graham Foundation Grant ($2000) for 2011 SMIBE Short Film Competition

Lorenzen, Sarah. "Neutra VDL Roof Restoration" grant from Friends of Heritage Preservation ($50,000.)

Ramirez, Irma. Walt Disney Imagineering Funded Studio. ($26,000) with Professor Wilcox (LA.)

Schmitzberger, Axel. PCI Funded Studio ($22,000.)

Wu, Hofu. Taiwan International Exchange Program grant ($5000) from the Asian American Architects and Engineers Foundation.

Wu, Hofu. Healthcare Initialtive funding ($20,000) from HMC Foundation and Sandy Smith.

2012-13

Bricker, Lauren. U.S. Forest Service grant "National Register Evaluation & Recreation Resident Tract" ($20,000)

Bricker, Lauren et al. Getty grant for "Light and Space: Ten Southern California Houses, 1940-75" exhibit ($160,000)

Fox, Michael. National Aeronautics and Space Administration (NASA) grant for "CSPUP: Vertical Habitability Layout Studies" ($29,927)

Hoyos, Luis and Bricker, Lauren. John Lautner Foundation ($2500)

La Roche, Pablo an others. Sustainability Research Gift from HMC ($5000)

Lorenzen, Sarah. Graham Foundation Grant ($10,000) for "Preserving Modernism "

Lorenzen and Proctor. Interactive Portfolio Class Funding from Don Huntley ($60000)

Proctor, George. Modular Building Institute grant ($3500) for Parametric Topic Studio.

Ramirez, Irma. Walt Disney Imagineering Funded Studio. ($26,000) with Professor Wilcox (LA.)

Schmitzberger, Axel. Senior Project Books Support ($300.)

Schmitzberger, Axel and Dean Michael Woo. Re-Streets Conference ($15000.)

Schmitzberger, Axel. PCI Funded Studio ($24,000.)

Wu, Hofu. Taiwan International Exchange Program Grant($5000) from the Asian American Architects and Engineers Foundation.

Wu, Hofu. Healthcare Initiative funding ($23500) from HMC Foundation, Sandy Smith, Questar Construction

I.2.1n Sabbatical and Unpaid Leaves

A full time faculty member are eligible for a sabbatical leave if he/she has served full-time for six (6) years at Cal Poly Pomona in the preceding seven (7) years prior to the leave and at least six (6) years after any previous sabbatical or difference in pay leaves. Credits granted toward the completion of the probationary period for service elsewhere also apply towards fulfilling the eligibility requirements for a sabbatical. Sabbatical Leaves may be granted for one quarter in length with full pay, two quarters at 75% pay or three quarters at 50% pay.

http://academic.csupomona.edu/faculty/leaves_paid.aspx

Table I.2.1J Sabbaticals an d Leaves 2007-08 to 2012-13

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Sabbatical			Ramirez ((F)	Lawrence (S)	Lorenzen (F, W, S)	Fox (S)
Sabbatical					Proctor (F)	
Leave			Wu (W, S)		Bricker (W-6 units)	

I.2.1o IDP Education Coordinator, training and development programs

Since the 2008 NAAB visit the Department has had two IDP education coordinators. The IDP Coordinator facilitates intern development at Cal Poly, and signs off on the work experience required to graduate, and attends the annual NCARB conference. Kip Dickson, Professor and licensed practicing architect, is the current appointed IDP Coordinator. Professor Gary McGavin, AIA served in this capacity previous to Professor Dickson.

I.2.1p Manner in which faculty members remain current on practice and licensure

Maintaining and advancing knowledge in the architecture professions is supported through the University RTP and faculty development processes, which provides guidelines for faculty scholarly, professional and creative activities.

Cal Poly Architecture faculty engage in professional practice and/or research as a scholarly/creative activity (see faculty CVs.) Faculty demonstrate currency through their active participation at conferences, publishing activities and by maintaining AIA memberships and professional licenses, both of which include mandatory Continuing Education. Four faculty within the Department are Fellows of the American Institute of Architecture (FAIA)..

Faculty Maintaining AIA Membership:
William Adams, FAIA (Professor Emeritus), Ana Escalante, AIA (Adjunct), Dennis McFadden, FAIA (Adjunct), Gary McGavin, AIA (Professor), Barry Milofsky, AIA (Adjunct), Alexander Ortenberg Ph.D., AIA (Associate Professor), Marta Perlas, AIA (Adjunct), Allyne Winderman, FAIA (Adjunct), Hofu Wu, Arch.D,. FAIA (Professor)

Faculty Maintaining Registration in States requiring Architecture Continuing Education
All above AIA Members plus Kip Dickson, RA (Professor), Graham Ferrier, RA (Adjunct), Luis Hoyos, RA (Associate Professor), Juintow Lin, RA (Associate Professor), Sarah Lorenzen, RA (Associate Professor), George Proctor, RA (Professor)

I.2.1q Visiting lecturers and critics brought to the school since the previous site visit.

Our Department has a very active visiting lecturers program. The lecture series is usually organized by our faculty, under different themes. Recent topics have included urbanism, historic preservation, the practice of the profession, robotics, interactive systems, and sustainability.

Table I.2.1K Department of Architecture Visiting Lecture Series

Fall 2007	**Winter 2008**	**Spring 2008**
Bill Ferehawk, Radiant Yasu Santo, Andrew Kudless Kimon Onuma Panel Discussion: Paige, De Jarnett, Lorenzen, Ortenberg	Maureen Clemmons, Sprecher and Ahrens, OSA Chris Genik, Daly Genik Bill Ferehawk, Radiant	Casey Reas, CEB REAS, Dawn Hollingsworth Leo Marmol, Marmol Radziner Florencia Pita, FPMODO
Fall 2008	**Winter 2009**	**Spring 2009**
Gary Burns Screening: Radiant City Greg Otto, Buro Happold John Southern, Urban Ops Dwayne Oyler, Oyler Wu Nader Tehrani, Office Da	Kimberli Meyer, MAK Center Herwig Baumgartner/Scott Benjamin Ball, Ball Nogues Charles and Ray Eames Screening: Powers of 10	Richard Longstreth, GWU Andreas Vogler, Munich Phyllis Nelson, Ph.D., Ball Nogues, Ball Nogues Orhan Ayyuce, Archinect
Fall 2009	**Winter 2010**	**Spring 2010**
Doug Mooradian, PCI West Olivier Pennetier, Symphysis, Joshua Stein, Radical Craft Marc Fornes, Peter Tolkin, Tolkin	Monica Nouwens, Yo Hakomori, WHY Jason Kerwin, LA Forum Jason Payne, Hirsuta Kimmo Sahakangas, Bryant	Dastan Kahlili, Cal-Earth Robert Alexander, Bobcat Ramiro Diaz-Granados, Cynthia Harris, LT Shanks Frank Clementi, Principal Rios
Fall 2010	**Winter 2011**	**Spring 2011**
wHY Architecture Symposium Vaughn Davies, AECOM Doug Suisman, Urban Design John Kaliski, Kaliski Architects Piggy Back Yards Team from Chee Salette, Mia Lehrer, Michael Maltzan, and Perkins+Will offices Michael Pinto, Osborn SMIBE Film Competition	Annie Chu, Chu Goodings Gail Peter Borden, Sherry Hoffman, M)Arch Thom Mayne, Morphosis	
Fall 2011	**Winter 2012**	**Spring 2012**
Mark Mack Ray Kappe, Orhan Ayyuce Todd Gannon, Sci-Arc Marcelo Spina, Sci-Arc Javier Arbona, Stefano diMartino, Orhan Ayyuce	Marc Cohen, Astrotecture Brent Sherwood, NASA/ JPL LA Design Technology Forum, Dorris Sung, USC & dO/Su Wes Jones, SciArc Jennifer Siegal, USC + OMD	Ed Mazria, Architecture 2030 Tadao Ando, Japan
Fall 2012 "Widerstand"	**Winter 2013 "Discipline"**	**Spring 2013 "Forza"**
David Freeland, Freeland Kyong Park, UC San Diego Susannah Tatempsapaya Matias del Campo, Span Hilary White, Creative	Barbara Bestor Marcelo Spina, Patterns David Ruy, RuyKlein Winy Maas, MVRDV, NL Hitoshi Abe, UCLA	Screening: Chasing Ice Richard Garber, gro Joerg Aldinger, Aldinger Marcelyn Gow, Servo-LA Andrew Atwood, First Office Michael Maltzan

Table I.2.1L Visiting Critics and Jurors from 2007-2013

The many architecture/design university programs and the large number of architecture practices in the region mean that we have a very large pool of critics for midterm and final reviews. On average we invite 2-3 outside critics per section for midterm reviews and 3-4 critics per section for final reviews. For the senior project and thesis final presentation we assemble a large number of critics usually 6-8 per panel. Faculty also attend an average of 2-3 midterm and final reviews of other faculty per quarter.

Below is an select list of invited critics that have participated in reviews over the last few years:

Name	Affiliation
Aaron Neubert	Faculty USC
Alek Zarifian	Senior Project Designer at Tammy Edmond
Aleks Istanbullu	Architect
Alex Ward	Principal LX Design
Alexis Navarro	Professor of Architecture East Los Angeles College
Allyne Winderman, FAIA	CSPUP Faculty and City of West Hollywood
Ana Escalante	CSPUP Faculty and Escalante Architects
Andrea Keller	Faculty USC
Andrew Atwood	First Office and Faculty Sci-AR and UC Berkeley
Andrew Zago,	Principal Zago Architecture and Faculty SCI-Arc
Andy Wilcox	CSPUP Landscape Architecture Faculty
Anna Neimark	First Office and Faculty USC
Annie Chu	Chu+Gooding Architects and Woodbury University
Barbara Bestor	Principal Bestor Architecture and Faculty Woodbury
Barry Milofsky,	CSPUP Faculty and Principal M2A Architects
Baxter Miller	Landscape Archite and Principal BMLA Inc
Behn Samareh	CSPUP Faculty and Gallery M.I.A.
Ben Caffey	Principal at RTKL
Benjamin Ball	Pricipal Ball+Nogues and Faculty UCLA
Bill Adams,	CSPUP Faculty and Principal William Adams Architects
Bill Beauter	Principal Make Architecture
Bill Ferehawk	Filmmaker and Architect
Bill Simonian	Founder of Sci-Arc Emeritus
Bob Alexander	CSPUP Faculty and Principal bobcat
Bob Cardoza	President/CEO Nuvis Landscape Architecture
Bob Kain	Principal HMC Architects
Brent Martin	CO Architects
Brent Sherwood	NASA JPL
Brett Leavitt	Chopra Program Consultant
Bruce Arita	Thornton Tomasetti
Carl Smith, AIA	Partner at William Adams Architects
Carlo Aiello	Carlo Aiello Design
Carmen Alonso	Instituto Torrojas de La Construccion Madrid Spain
Chandler Ahrens	Faculty Washington University in St. Louis
Chris Aykanian	CSPUP Dept. of Landscape Architecture
Chris Staggs, AIA	Principal at Ideas Collaborative
Chris Warren	WORD and Faculty USC
Christoph Kapeller	Architect and Faculty USC and CSPUP
Claire DeBriere	Ratkovich Associates
Coleman Griffith	Director Pasadena City College
Corey Ruppert,	Salt Mine Design Build Inc.
Craig Jameson	Parallax Associates

Dana Bauer	Groundup LLC. And Faculty USC
Darin Johnstone, AIA	Principal at djA and Faculty Sci-Arc
Daveed Kapoor	Architect and Editor Archinect
David Bergman	Geographer and Faculty Sci-Arc
David Duff	Senior Healthcare Planner LPA Inc.
David Freeland	Freeland Buck and Faculty Woodbury Sci-Arc
David Goodale, AIA	Principal at Gonzalez Goodale Architects
David Nixon	Principal Astrocourier
David Olivo	City of Los Angeles Planning Department
David Salazar	Associate V.P. Physical Planning CSU Long Beach
Debora Murphy	CSPUP Faculty and Deborah Murphy Urban Design
Deborah Bird	Faculty Pasadena City College
Dennis Otsuji	Wimmer Yamada and Caughey
Dewey Ambrosino	Artist
Dorris Sung	Assistant Professor USC
Doug Kent	Douglas Kent & Associates
Douglas Noble	Professor USC
Dwayne Oyler	OylerWu Collaborative and Faculty Sci-Arc
Emil Tatevosian	Deputy director Glendale Redevelopment Agency
Emily White	Principal Layer LA and Faculty Sci-Arc
Erdim Kumkumoglu	Principal buroek
Eric Haas	DHS Architects
Eric Kahn	Principal IDEA Office and Faculty Sci-Arc
Eric Nulman	Adjunct Assistant Professor USC
Eric Olson	Superficial Studio and Faculty Woodbury
Erick Lopez	City of los Angeles Planning Department
Erik Mar	Adjunct Assistant Professor USC
Ewan Branda	Associate Professor Woodbury
German Aparacio	Faculty California College of the Arts (CCA)
Flora Chou	Los Angeles Conservancy
Francois Perrin	Principal Air Architecture
Frank Clementi	Principal Rios Clementi Hale
Frank Escher	Principal Escher Gunewardena
Gail Borden	Associate Professor USC
Gary Paige	Gary Paige Sudio and Faculty Woodbury
Georgina Huljich	P-A-T-T-E-R-N-S and Faculty UCLA A+UD
Glen Nordlow	Gensler
Glen Small	Architect
Grace Cowan	AIA Foothill & Pasadena Chapter
Graham Ferrier	CSPUP Faculty and Principal Kilograph Inc.
Greg Otto	Principal Buro Happod and Faculty USC
Gregg D. Ander, FAIA	Chief Architect of Southern California Edison
Guvenc Ozel	Faculty University Applied Arts Vienna
Henry Buckinham	Principal Techentin Buckingham Architecture
Herwig Baumgartner	Principal B+U and and Faculty Sci-Arc
Ingalil Wahlroos-Ritter	Principal wroad and Graduate Chair Woodbury
Isaac Brown	AECOM
Jackie Ruiz	Principal Alpha Design Partnership
James Krueger	Associate Principal HMC Architects
James Simeo	CO Architects
Jason Payne	Prinicpal Hirsuta and Faculty UCLA A+UD
Jay Tittle	NTD Architecture
Jeffrey Stevens	Director of Planning at Danielian Associates

Jelena Erceg	Animation and Computer Design
Jenna Didier	Principal Gallery M&A
Jennifer Bonner	Faculty Georgia Tech
Jennifer Siegal	Principal Office of Mobile Design and Faculty Sci-Arc
Jenny Wu	Principal Oyler Wu Collaborative and Faculty Sci-Arc
Jim Gilliam	Principal Backen Gillam & Kroeger Architects
Jing Li Northwestern	Faculty Polytechnic University China
Joe Catalano	Architect and Chair AIA Southern California
Joe Day	Principal Deegan Day Design and Faculty Sci-Arc
Joe Serar	AIA Pasadena & Foothill Chapter
Johanna Blackley	Managing Director Norman Lear Center at USC
John Caldwell	Principal John Caldwell Design
John Dale	Associate Principal Los Angeles Community Design
John Dutton	Principal Dutton Architects
John Enright	Principal Griffith Enright and B.Arch. Director Sci-Arc
John Frane	Principal Predock Frane and Faculty USC
John Friedman	Principal Friedman Kimm and Faculty USC
John Kaliski	Principal John Kaliski Architects
John Southern	Principal Urban Ops and Faculty Sci-Arc
John Spencer	President Space Tourism Society
John Wirfs	Project Architect Steinberg Architects
John Yoder	Assistant Professor Syracuse University
Jon Black	Rios Clementi Hale Studios
Jon Lundstrom	Principal Lundstrom & Associates
Joshua Stein	Founder of Radical Craft and Faculty Woodbury
Judith Mussel	XP& Architecture
Judson Taylor	Principal of Simpson Gumpertz & Heger Inc.
Kara Bartelt	Principal Lettuce and Faculty USC
Karen Kensek	Assistant Professor USC
Keely Colcleugh	CSPUP Faculty and Principal Kilograph inc.
Ken Bernstein	Director Office of Historic Resources City of LA
Ken Ryan	Principal-Urban Planner at KTGY Group Inc.
Ken Wong, AIA	Partner at RDG Planning & Design
Kevin O'Brien	Principal at Pfeiffer Partners
Kevin Oreck	Principal Kevin Oreck Architect
Kevin Wilkeson	Managing Principal HMC Architects Irvine
Kimberli Meyer	Director MAK Center Los Angeles
Kimberly Matsoukas	Sustainability Manager at Vans
Kulapat Yantrasast	Principal WHY Architects
Lance Brown	President at Enter-Arc Inc.
Laura Mcalpine	Architect Morphosis
Laurel Broughton	Welcome Projects and Faculty USC
Lawrence Tighe	Architect Frank O. Gehry Partners
Linda Dishman	Director Los Angeles Conservancy
Linda Taalman	Principal Taalman Koch and Faculty Art Center
Lisa Padilla AIA	Cityworks Urban Design
Liz Falleta	Assistant Professor in Practice USC
Lorenzo Marasso	Gensler
Lucas Reames	Gehry Technologies
Marc Cohen	Principal Astrotecture LLC
Marcelo Spina	Principal P-A-T-T-E-R-N-S and Faculty Sci-Arc
Margaret Griffin	Griffin Enright Architects Sci-Arc
Mario Cipresso	Founder Death by Architecture and Faculty USC

Mark Mack	Principal Mark Mack Architecture and Faculty UCLA
Mark McVay	Studio Leader at SmithGroupJJR
Mark Schoeman	Project Coordinator at HMC Architects
Marta Johansen	Artist and Architect
Marta Perlas	CSPUP Faculty and Principal Mythograph
Martin Leitner	Torti Gallas and Partners Inc.
Matias Creimer	Principal Matias Creimer Studio and Faculty OTIS
Maxi Spina	Faculty Woodbury
Mehrnoosh Mojallali	Mehrnoosh Mojallali architects
Michael Chung	Principal Lettuce and Faculty USC
Michael Ferguson	Principal Space International
Michael Pinto	Principal Osborn Architects
Michael Rotondi, FAIA	ROTO Architects
Miguel Posada	Project Manager at Jubany NAC Architecture
Mike Enomoto, FAIA	Managing Partner Gruen Associates
Mikhail Gershfeld, PE	Faculty Dept. of Engineering Cal Poly Pomona
Mitchell De Jarnett	CSPUP Faculty and Studio Mumbai Architects
Mohamed Sharif	b-a-d.us and Faculty UCLA A+UD
Molly Hunker	Woodbury School of Architecture
Murray Milne	Faculty UCLA and USC
Nadine Quirnbach	Cannon Design
Nathan Kim	Gensler Architects
Nathan Miller	DMJM
Neil Leach	Professor USC and Tongji University
Norberto Nardi	Principal Nardi Associates and CSPUP Faculty Emeritus
Norman Millar	Director M&A Gallery
Oliver Hessx	Dean Woodbury University School of Architecture
Olivier Touraine	Principal Touraine Richmond and Faculty USC
Orhan Ayyuce	CSPUP and ELAC Faculty and Editor Archinect
Pam Touschner	DLR Group
Paola Vezzulli	Faculty Woodbury
Pat Smith ASLA	Patricia Smith Landscape Architecture
Patrick Tighe	Principal Tighe Architecture and Faculty Sci-Arc
Paul Helmle	CSPUP Faculty Emeritus
Paul Petrunia	Founder and Owner Archinect
Paul Tran	DECON Group
Pavel Getov	Studio Antares Knowlton School of Architecture
Peter Tolkin, AIA	Principal at Peter Tolkin Architecture
Peter Zellner	Principal Zellner Plus and Faculty Sci-Arc
Steven Lewis	Thinking Leadership AIA Pasadena & Foothill
Rae Price	Peridian International Inc.
Rasa Bauza, AIA	Executive Director Warner Brothers
Raul Casillas	NASA JPL
Ravi Gunewardena	Principal Escher Guenwardena
Rebecca Lowry	Artist and Faculty USC
Rennie Tang	CSPUP Landscape Architecture Faculty
Rhett Beavers	ASLA Gruen Associates
Ric Abramson, AIA	Workplays Studio Architecture
Ricardo Rodriguez	Quatro Design
Rick Emsiek	COO MVE & Partners
Roland Ritter	Principal wroad and Faculty USC
Rob Ley	Principal Urbana and Faculty SciArc
Rob Sawyer	Principal Robert Sawyer Architects and Construction

Rock Corsini	Principal Corsini Starck Architects
Rogerio Carvalheiro	Principal at RCDF
Rolando Mendoza	Gehry Technologies
Ron Krater	Principal at JZMK Partners
Sam Lubell	Editor Architect's Newspaper
Sami Hayek	Principal Sami Hayek Studio
Scott Franklin	H. Thomas O'Hara Architect PLLC
Scott Howe	NASA JPL
Scott Uriu	Principal B+U and Faculty USC
Sean O'Malley	SWA
Sepa Sama	Artist
Sergio Altamonte	Faculty University of Nottingham
Sevak Karabachian	Gehry Architecture
Shanna Yates	Morphosis Architecture
Simon Pastuscha	Director Urban Design LA Planning Department
Sol Blumendeld	Director of Community Development Culver City
Stan Andrade	Principal Andrade Architects
Stan Braden	Chairman/Principal at KTGY Group Inc.
Stephanie Reich	City of Glendale Planning Department
Stephen Slaughter	Faculty Sci-Arc
Steven Shortridge	Principal Callas-Shortridge
Takako Tajima	Bureau E.A.S.T. and USC Landscape Faculty
Terry Mackprang Corazon	President of Temak Construction Company
Thurman Grant	Grant Studio and Faculty Woodbury
Tibbie Dunbar	Director A+D Museum
Tim Durfee	Principal Durfee Regn and Faculty Art Center
Tim Kohut	Collaborative Consulting Santa Monica
Todd Erlandson	Principal (M)Arch Studio and Faculty Otis
Tom Michali	M2A Architects
Tony Unruh	Principal Unruh+Boyer
Valerie Watson	City of Los Angeles Planning Department
Valery Augustin	Assistant Professor USC and Principal DnA
Vaughan Davies	Principal AECOM
Victor Jones	Principal Fievre Jones Inc and Faculty USC
Walter Scott Perry	Ecotech Design
Warren Techentin	Principal Warren Techentin Architecture
Wayne Ratkovich	Principal Ratkovich Associates
Whitney Sander	Principal Sander Architects
Will Longyear	Moore Ruble Yudell
Will Shepphird	Structural Engineer and Architect
Yo Hakamori	Principal WHY Architecture
Zoltan Pali	Principal SPF Architects

I.2.1r Public exhibitions
Public exhibits organized or curated by Program Faculty at CSPUP Facilities

wHY Architecture, "Four Boxes and Four Trees", ENV Gallery. Oct 1st – Nov 15, 2010.

Santiago Borja, "Fort Da // Sampler", Neutra VDL Studio and Residences. Oct 17-Dec 22, 2010

Xavier Veilhan, "Architectones", Neutra VDL Studio and Residences, Aug 9 - Sept 16, 2012

"Technology and Environment: The Post War House in Southern California" for Pacific Standard Time Presents: Modern Architecture in L.A. Cal Poly Pomona W. Keith and Janet Kellogg University Art Gallery. April 11 to June 12, 2013. Curated by architecture faculty Lauren Bricker, Judith Sheine, Pabo LaRoche, and Phil Pregill (Landscape architecture)

Bryony Roberts, "Inverting Neutra", Neutra VDL Studio and Residences, July 13- Sept 7, 2013

Exhibits of CSPUP Architecture students work shown outside of CSPUP

Sarah Lorenzen and Irma Ramirez ARC499 Elective exhibited at "Beyond Media" Image Festival, Florence, Italy. July 9-17, 2009.

Art, Talks and Sensations featuring "Mobile Earth Base Design for the Space Elevator", Abu Dhabi / Saadiyat Island, UAE, November, 2011

NewSpace 2011 NASA Ames Research Center EVSS Space Station Designs (Student Work) Moffett Field, CA. July, 2011.

13th Venice Architecture Biennale - Space Architecture, as part of the 2112Ai [Architectural intelligence], Maribor 2012 European Capital of Culture, exhibiting several projects from Space Studio at CSPUP.

NewSpace 2012 NASA Ames Research Center, SBSP: Space Based Solar Power (Student Work) Moffett Field, CA. July, 2012.

I.2.1s Admissions policies and procedures B.Arch. Applicants

The undergraduate program in the Department of Architecture is considered to be "impacted," that is, many more students apply than can be accommodated each year and a supplementary admissions process is required by the University and the Department; all candidates must meet regular University admission standards as well as additional standards required by the Department of Architecture.

As a result of state impaction requirements, applications are only accepted from October 1 through November 30 for the following academic year. A small number of non-resident and foreign students are admitted to the B.Arch. program. In accordance with University policies for student affirmative action, women, minorities, and disabled persons are especially encouraged to apply. Applications are available on-line.

The majority of the B.Arch. students come in as first-time freshman (FTF) straight from high school. In the past we have admitted 85-90 FTF and 10 to 15 transfer students to the first year class, and 10 to 15 transfer students into second year. The number of transfer students we accept depends on both the space we have in each class and the quality of the transfer applicants' portfolios. Transfer students have to complete a full two years of lower-division education in order to transfer. This means that if we place these students in first year design, which we do for most of them, they still have five years of undergraduate education to fulfill, sometimes after two or more years of community College.

Since the last NAAB accreditation cycle, our applications for the B.Arch. program have been about the same; last fall we had nearly 1,600 applications to the program, approximately 1100 FTF and 500 Transfer. The application to admit rate for both undergraduate and graduate programs in Architecture are the highest on campus.

First-Time Freshman Applicants

For freshman applicants, selection for positions in the B.Arch. program is determined by ranking the applicants by Eligibility Index, which is comprised of the student's high school grade point average (exclusive of grades in Physical Education, Military Science, and Marching Band) and S.A.T scores. Recent experience has shown that successful candidates usually have a minimum Eligibility Index of 4000. Students who have less than 18 quarter (12 semester) units of transferable college credits by the end of the fall quarter or semester term in which they apply are considered freshman applicants.

Transfer And Change Of Major Applicants

Upper division transfers must complete 60 semester (90 quarter) units of transferable coursework, including 30 semester (45 quarter) units of courses equivalent to general education requirements, with a grade of "C" or better by the end of the spring quarter to be considered for the next fall quarter.

The 30 semester (45 quarter) units must include all of the lower division General Education requirements in the categories of the "Golden Four:" Oral Communication, English Composition, Critical Thinking, and Quantitative Reasoning. The "Golden Four" courses must be completed by the end of the fall quarter in which the student applies to the program (e.g., by the end of fall 2013 for entrance in fall 2014).

Transfer applicants are ranked by College grade point average of transferable courses. A minimum GPA of 3.2 is required for admission. The same policies apply to on campus applicants who are requesting a change of major. Typically, given the large number of applicants, the minimum GPA is closer to 3.6.

Students who are currently enrolled at Cal Poly must apply by submitting a Change of Major Petition to the College of Environmental Design Office of Student Affairs (Building 7, Room 106A). The petitions must be received between November 1st and November 30th of each year. Change of major applicants who are recommended for acceptance must remain in good standing (2.0 GPA) at Cal Poly. Applicants are notified of the Department's decision in March.

Students who are offered admissions to the program or are placed on a wait list for admission are invited to submit an 8 1/2" by 11" bound portfolio of their work so that the Department can determine in which year of study each student should be placed. If no portfolio is submitted, students will be placed in the first year design studio.

Experience has shown that only a small number of students reviewed for advanced standing are placed in the second year of architectural design; a very small number of exceptional students, usually one or two each year, are placed in the third year of architectural design. To be placed in the second year, the student must have completed the follow prerequisites or their equivalents: English 104, English 105, Math 106

To be placed in third year, the student must have extensive architectural design and related coursework and have completed the following prerequisites or their equivalents: Math 106, Physics 121, Physics 121L, English 104, English 105, Communications 204, Architecture 341 (Building Construction), Architecture 361 (Architectural History), Architecture 362 (Architectural History), Architecture 363 (Architectural History)

I.2.1t M.Arch. Graduate Applicants

For admission to the Master of Architecture program an applicant must have received a baccalaureate degree and have attained a grade point average of at least 3.0. An applicant who does not meet these criteria may be admitted on a conditional basis if evidence of

compensating qualifications can be furnished. Students may enter the Master of Architecture program in the fall quarter only. The program accepts non-resident and foreign students.

The Office of Admissions and Outreach requires a CSU application form and official copies of all transcripts be sent directly to them. In addition to the standard University requirements, the Department of Architecture requires the following materials to be mailed directly to the Department Office:

1. A copy of the application;

2. Official transcripts (directly from all of your undergraduate University coursework); and

3. TOEFL scores for those whose native language is not English. A minimum TOEFL score of 550 (paper based)/213 (computer based)/80 (Internet) is required for admissions.

4. A statement of purpose of intentions, explaining the student's interests, motivations, and goals in pursuing a professional degree in Architecture.

5. Three letters of recommendations from those in a position to assess the applicant's potential for either the profession of architecture or a master's level academic program.

6. A portfolio, (no larger than 9' x 12" bound) illustrating creative or analytic ability in written, graphic, or mathematical form, of any work the student has done with regard to visual work

Personal interviews are not required. The Graduate Record Examination (GRE) is recommended, but not required. Material must be received by January 15 for admission consideration.

Upon admission to the Department, the student meets with the coordinator of the graduate program to prepare a reasonable sequence of course work. The curriculum thus specified may be altered only by written request submitted in accordance with University regulations.

I.2.1u Policies and procedures relative to EEO/AA for students

Executive Order 1074 policy and complaint procedure applies system wide to all CSU campuses including Cal Poly Pomona. It is CSU policy that no student shall, on the basis of any protected status, be unlawfully excluded from participation in, or be denied the benefits of, any CSU program or activity. Nor shall a student be otherwise subjected to unlawful Discrimination, Harassment, or Retaliation for exercising any rights under this executive order. This executive order provides students a procedure to address Discrimination, Harassment and Retaliation by the CSU, a CSU employee, another student, or a third party. Whenever a campus determines that a Complaint is outside the scope of this executive order, the Campus shall promptly so notify the student in writing. The complete document is: http://www.calstate.edu/eo/EO-1074.html

Diversity initiatives and benefits from these initiatives (see also Part I, Section 1.2.)

Faculty are supportive of students from all backgrounds, and University policies ensure diversity is maintained and special needs obtain support (physical and learning impairments.) As stated before admission for freshman to impacted programs in the CSU system is made strictly on the basis of an eligibility index. The system tends to favor students who worked hard in high school over those with merely high SAT scores, which tends to help first-in-the-family college attendees, lower-income and minority students. Transfer students are ranked by their GPA then admitted in order. Admitted and wait-listed students are invited to submit portfolios for placement only. This means that students who do not live near a community college with a strong design program have fair access to our program.

The affordable tuition of Cal Poly Pomona and its central location in southern California, where the majority of the state's population lives, makes for a diverse student body. The demographics of California, a majority minority state, ensure diversity. The undergraduate program is mostly comprised, in order, of Hispanic, Asian, and White students. Many CSPUP students live at home

and commute to campus. While not as diverse as our undergraduate program, the graduate program is comprised, beginning with the highest percentage, of White, Asian, and Hispanic students and a few students from other countries. There are a higher number of women than men. See Table I.3.1c for detailed information regarding demographics of the program.)

Policies

University policies are located in the University Catalog:

http://www.csupomona.edu/~academic/catalog/gen_info/Policies_Regulations.pdf

Department of Architecture Student Policies: http://www.csupomona.edu/~arc/

I.2.1v Student support services, including academic and personal advising, career guidance, and internship placement where applicable.

Cal Poly Pomona provides general academic advising and career guidance services to students through a variety of programs and centers. Additionally, each student is assigned an architecture faculty advisor. The architecture advisor offers guidance regarding progress and completion of the architecture curriculum and general academic procedures. The Department also has an IDP coordinator who provides advice and approval on the program's required work experience component and IDP requirements. Students may also utilize the resources of support and equity programs, Associate Students Incorporated (ASI), Student Affairs, and Veterans have access to resources and support through their own organization.

Student Advising - http://www.csupomona.edu/~advising/

Career Center - http://dsa.csupomona.edu/career/jobs.asp

IDP Coordinator - http://www.csupomona.edu/~arc/internship_memo.html

Associate Students Incorporated (ASI) - http://asi.csupomona.edu/

Division of Student Affairs - http://dsa.csupomona.edu/division/default.asp

Student Support and Equity Programs - http://dsa.csupomona.edu/ssep/?nfid=4818

Student Service for Veterans –

http://www.csupomona.edu/~admissions/veterans/support-services/index.shtml

Provisions for students with mobility or learning disabilities

The University has a Disability Resource Center that is dedicated to the promotion of equal access and opportunity for students with disabilities will be realized by our collaboration and commitment to student success. The Disability Resource Center (DRC), in collaboration with the campus community, promotes equal access and opportunity for individuals with disabilities in all aspects of University life by enhancing personal, academic, and career development. The DRC further seeks to empower students to fulfill their potential through self-knowledge, life-long learning, and growth.

I.2.1w School's facilitation of student opportunities to participate in field trips and other off-campus activities

The Los Angeles region is rich in contemporary architectural history, examples of state-of-the art design, a collection of highly regarded schools of architecture, and world renowned architects. Students are made aware of these activities via posters and through email. All of this is leveraged for the benefit of the students and Department. The field trip list below represents sites frequented on an annual basis.

Table I.2.1M List of Field Trips for 2012-13

Field Trip Site	Course	Instructor
Downtown Los Angeles, LA CA	ENV 101 All ENV 1st	Lorenzen
Los Angeles Museum of Contemporary Art (MOCA), LA	ARC 102 1st Year	Alexander
Getty Center, Los Angeles CA	ARC103 1st Year	Alexander
Gallery Tour, Bergamon Station, Santa Monica CA	ARC 202L	Milofsky
Project Site Visit, Carlsbad, CA	ARC 202L 2nd Year	Lin
Little Tokyo and Norton Simon Museum, Pasadena,	ARC 202L 2nd Year	Lin
Frontier Project	ARC 203	La Roche
Frontier Project (For passive cooling strategies) Rancho	ARC 203 2nd Year	La Roche
Joshua Tree National Park Site Visit	ARC 203- All sections	La Roche
Ontario Public Library. Ontario CA	ARC 299A Critical	Lawrence
VDL Research House and King's Road Houses. Los	ARC 299A Critical	Lawrence
Housing (Vermont Apt, Stoval Villa, Sunset and Vine Residence, Views at 270, Sierra Bonita, Archstone. LA)	ARC 302L 3rd Year	Ramirez
CoreSlab, Perris, CA.	ARC 323 Structures	McGavin
New York City, New York.	ARC 401/405/601	Ramirez
Walt Disney Imagineering, Glendale CA	ARC 401/405/601	Ramirez
Lima, Cuzco, Machu Pichu	ARC 401/405/601/L	La Roche
Cerro Azul, Mexico	ARC 401/405/601/L	La Roche
California Science Center, LA	ARC 402/ 406 NASA	Fox
Temecula, CA	ARC 402/406/602	Wu
Los Angeles Country and USC Hospital	ARC 402/406/602	Wu
Hoag Hospital, Newport, CA	ARC 402/406/602	Wu
AIA-LA Healthcare Lecture, Herman Miller Show Room,	ARC 402/406/602	Wu
Silver Creek Industries, Perris CA	ARC 402/406/602	Proctor
Marmol Radziner Architects	ARC 402/406/602	Proctor
Dave Stolley's Fabrication Lab, Santa Ana CA	ARC 402/406/602	Proctor
Space Exploration, Hawthorne CA	ARC 402/406/602	Lin
JPL Nasa, Pasadena CA	ARC 402/406/602	Fox
Autoparkit System, Burbank CA	ARC 402/406/602	Kappeller
Keene, Delano CA	ARC 402/406/602	Hoyos
5+ Design Offices, Hollywood, CA	ARC 403 Urban Design	Hoyos
Downtown Los Angeles, CA	ARC 403 Urban Design	Hoyos
Lucerne Dry Lake	ARC 425 Structures	McGavin
Lukens House, Raphael Soriano, LA, Engine House Co.	ARC 460 Arc History	Bricker
Harada House, Riverside	ARC 460 Arc History	Bricker
Salk Institute, La Jolla	ARC 464 Arc History	Bricker
Village Green (Baldwin Hills Village), Los Angeles	ARC 464 Arc History	Bricker
Special Collections, UCLA	ARC 469 Arc History	Bricker
Southern California Institute of Architecture Downtown	ARC 499 Digital	Schmitzber
Johnson Space Center, Houston Texas	ARC 499 NASA	Fox
Los Angeles CA (East Los Angeles, Olvera Street,	ARC 499 Place &	Ramirez
Tijuana Border Region, Baja California Mexico	ARC 499 Tijuana	Ramirez
Little Tokyo, Downtown Los Angeles CA	ARC 502/502L Grad	Schmitzber
Joshua Tree National Park Site Visit	ARC 503/L Graduate	Wu
5 Design, Hollywood	ARC 506 Urban Design	Dickson
Las Vegas Boulevard, Las Vegas NV	ARC 506 Urban Design	Proctor
Re-Street Conference, LA Metro Headquarters. Los	ARC 506 Urban Design	Proctor

I.2.1x Opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities

Architecture students are active in a variety of clubs and organizations on campus, with support from faculty who believe these activities are essential to building professional behavior and relationships – some faculty grant extra credit for participation in professional clubs and organizations. The Department regularly supports (release from class and occasional financial assistance) student attendance at AIAS regional and national AIAS meetings and conferences. Students also work directly with faculty in a variety of research endeavors co-authoring and presenting at professional conferences.

American Institute of Architecture Students CSPUP Chapter, 2013-14

The American Institute of Architecture Students (AIAS) is an independent, nonprofit, student-run organization dedicated to providing unmatched programs, information, and resources on issues critical to architectural education. The Cal Poly Pomona Student Chapter is the largest in the United States. It is a vital part of CSPUP's architecture program offering a variety of social, educational, and professional opportunities for students.

Prof. Gary McGavin and Prof. Axel Schmitzberger, Faculty Advisors
Negeen Irani, President
Anushri Vachhani, Vice President
Nicole Doan, Secretary
Chriscelle Banas, Treasurer
Corey Pope, Publicist
Annelise Denton, Fundraiser
Ryssa Marquez, Event Coordinator
Andrew Garl, ENV Rep
Stephen Skilbred, ENV Rep

Table I.2.1N AIAS Organized Events 2012-13

Fall 2012	Winter 2013	Spring 2013
Fall Interim Exhibit	Winter Interim Exhibit	Spring Interim Exhibit
AIAS/CPP Fair Day	AIAS Meeting	AIAS Elections
Movie Night	AIAS Alumni Dinner	Meet Matt Barstow
Bowling Night	NCARB Info Session	Chasing Ice Film Screening
AIAS Meeting	Alumni Dinner	CPP ENV Career Fair
Movie Night	IDC Clean Up	ENV All College Mixer
Halloween Fest	Panda Express Profit Share	Digital Fabrication Workshop
Fall West Quad	I < 3 BBQ	Young Alumnus Night
Lecture by Bob Alexander	Space Activators	Cinco de Mayo BBQ
AIAS Meeting	Rubio's Profit Share	Panda Express Profit Share
AIAS Sweatshirt Competition	AIAS General Meeting	AIAS Space Activators
AIAS Friday Dinner	Resume Workshop	5thYear Presentation Workshop
ENV Young Alumni Night		IDC All-Nighter Coffee & Donuts
Thanksgiving Feast		Bauhaus Ball
"All Things Considered"		
Lecture by Kabru		
IDC All-Nighter Coffee		
Sheine On		

Freedom By Design Student Chapter for 2013-14

Freedom by Design, the AIAS community service program, utilizes the talents of architecture students to impact the lives of people in their community through modest design and construction solutions. Vital modifications are made to enhance the homes of low-income and disabled individuals by addressing their struggles with everyday tasks such as bathing, ascending stairs and opening doors. Typically this organization organizes and executes one project to help a person with disabilities per year.

Daniel Flores, Chair
Manuel Fernandez, Project Manager
Justin Micheli, Contruction Coordinator
Kristy Yeh, Project Manager
Samantha Berggren, Treasurer
Nicole Widjaja, Secretary
Ryan Keenan, Publicist/Historian

Tau Sigma Delta Student for 2013-14

The CSPUP TSD Chapter is very active on campus. The group organizes a number of events for its members and as well as organizing events for the entire student body. Every year they award an architect or educator the Tau Sigma Delta Silver Medal award and invite the recipient to lecture at CSPUP, as it did this past spring with architect Michael Maltzan. The student group alone develops a short list of candidates, and the votes to select the winner. TSD also helps mentor the first year students. In the last five years TSD students have had a big sister/brother program, where they assign a TSD mentor to every one of the first year students. In 2013 the TSD members, working with the Chair, called all admitted first year students to welcome them to the program and to answer any questions they might have pertaining to college life.

Dr. Hofu Wu, Faculty Advisor
Hea Bin Helen Kang, President
Devin Miyasaki, Vice President
Hailey Peitzman, Secretary
Armita Kalantari & Ariane Lebrilla, Treasurers
Noam Saragosti, Publicist
Samantha Schieldge & Nicole Kamara, ENV Representatives

ENV College Student Council for 2013-14

The ENV Student Council is made of students from all four department majors. This body works on College initiatives, such as organizing the yearly career fair. Architecture students have been elected president of this organization for the last two years, and are well represented at other levels of the organization.

Yan Aung (Architecture), President
Jimmy Ta (Landscape Architecture), Vice President
Levy Minemann (Architecture), Treasurer
Genesis Anaya (Architecture), Secretary
Nicole Harada (Graphic Design), Publication Director
Courtney Wladyka (Architecture), Director of Programming
Marc Abraham (Urban Planning), Director of Public Relations
Ernesto Perez (Landscape Architecture), Director of Fundraising
Martin Mares (Urban Planning), ASI Senator

I.2.1y Architecture Department Student Scholarships

Students have opportunity to apply for several merit based Department scholarships every year. In many cases more than one is given every year.

James Cuevas Scholarship
Eligibility: Undergraduate freshman, sophomore, junior, senior standing with a GPA of 3.5, full-time architecture major, evidence of financial need.
Award: One award at $500. Applicant will be judged on academic record, portfolio with at least three projects, and one letter of recommendation. Applicants must be self-starters, leaders, team players and multi-disciplined. Minority and women candidates are particularly encouraged to apply. Students may reapply for the scholarship annually; however, students must demonstrate successful completion of coursework in the previous academic year. Priority will be given to renewable scholarship recipients.

Galano Scholarship
Eligibility: Undergraduate or graduate student with a GPA of 3.0
Award: One award of $500. Applicant will be judged on academic record, portfolio with at least three projects. This award is for extraordinary drawing.

Colin Hotaling Memorial Scholarship
Eligibility: Undergraduate second-through fourth year, or a first or second year graduate student with a GPA of 3.0 overall.
Award: One award at $2,500. Applicant will be judged on academic record, portfolio with at least three projects, and a letter in which the applicant discusses goals and anticipated career in the architectural profession. Include the names of two faculty members as references.

Healthcare Architecture Scholarship
Eligibility: Scholarships will be awarded competitively to the best proposal by a fifth year B.Arch. student for their Senior Project and to a second year M.Arch. student for their Master's Thesis. The student proposals will be evaluated by both Department of Architecture faculty members and by HMC architects.
Award: Two High Performance Design scholarships from HMC architects for $2500 each. For Senior Project or Master's Thesis in 2012-13.

Hunt Family Traveling Scholarship
Eligibility: Undergraduate student third or fourth years and graduates in second or third year.
Award: Three awards of $500 each. Awards are given to support travel in the International Year Abroad program. Submit letter explaining proposed travel plans and expectations; include names of two faculty members as references. Students are asked to submit academic records and demonstrate financial need.

Nakano Scholarship
Eligibility: 3.0 GPA for second, third or fourth year architecture students registered for a full-time course load. Prospective scholarship recipients will be required to submit one letter of recommendation from a non-student. This annual scholarship will be awarded to individuals who are self-starters, leaders, team players and multi-disciplined. Minority and women candidates are particularly encouraged to apply. Students may reapply for the scholarship annually; however, students must demonstrate successful completion of coursework in the previous academic year. Priority to renewable scholarship recipients. Award: One $500 scholarship

L.T. Shanks Traveling Scholarship
Eligibility: Undergraduate student third or fourth years and graduates in second or third year.

Award: Summer travel award. Awards will be judged based on proposal, portfolio and need. Student should present a detailed budget. Students are asked to give a presentation to students and faculty the year following their travel.

Soriano Traveling Scholarship
Eligibility: Undergraduate student third or fourth years and graduates in second or third year.
Award: Two awards of $500 each. Awards are given to support travel in the International Year Abroad program. Submit letter explaining proposed travel plans and expectations; include names of two faculty members as references. Students are asked to submit academic records and demonstrate financial need.

Sullivan Family Trust Scholarship
Eligibility: Undergraduate second-through fourth year, or a first or second year graduate student with a GPA of 3.0 overall.
Award: One award at $2,500. Applicant will be judged on academic record, portfolio with at least three projects, and a letter in which the applicant discusses goals and anticipated career in the architectural profession. Include the names of two faculty members as references.

I.2.1z Student research and creative activities

Students have access to a variety of opportunities for research and study beyond the classroom. Most commonly, students that share interests with faculty, assist with funded research and exhibit projects. Additionally some students pursue design competitions with faculty guidance. A few students per quarter are offered 2-units of 'Teaching Practicum' credit, for assisting faculty with courses, or learning to run and staff the model shop or digital output service bureau. Examples of these activities are:

2007-2013 Selection of winning competition entries by Cal Poly Pomona Architecture students:

2008 California Architecture Foundation competitive scholarships, 2nd Place ($4,000) - Ryan D. Cook, 3rd Place ($3,000) - Wesley D. Bassett, 4th Place ($1,000) - Elaine Tsz Ning Yiu,

2008 Lesley Wheeler Scholarships in the Designer Lighting Forum Student Design Competition, Grand Prize ($2500) - Derek Rungsea, 2nd Place ($2000) - Erin Jung, 3rd Place ($1500) - Cam Tran

2008 Pasadena and Foothill Chapter of the AIA, student awards, 1st Place - Sarah Hovsepian, 2nd Place - Jackie Hilo, Citation - Sergio Marquez, Citation - Salvador Ceja

2008 Green Building Council, Emerging Green Building Competition , Honorable Mention - Beryl Lopez, Honorable Mention - Marlen Alvarez

2030 Challenge: REVERBERATE, 2008, Grand Prize ($4000) - Jackie Fabella, Haley Howe, Michelle Voracheck

2008 International Eco-House Design Competition, 1st Place - Sergio Marquez and Salvador Ceja, 2nd Place - Stephen Nieto

2008 "A New Infrastructure Competition," An international competition to propose new ideas for Los Angeles' transit infrastructure , Honorable Mention and exhibited at Sci-Arc – Minjeong Gweon, Graduate Student.

Emerging Green Builders, Los Angeles, USGBC Competition 2009, 1st Place, 2ndPlace, 3rd Place, 4th Place, and 5th Place (winners were sponsored to attend the USGBC National Design Competition.)

2009 Luminaire Design Awards, sponsored by Lumen West, 1st Place ($2500) - third year undergrad, 2nd Place ($1500) third year undergrad, 3rd Place ($1000) - third year undergrad, Honorable Mention - third year graduate student

2009 Inland California Chapter of the AIA, student awards , Three of the fourth year undergraduates won design awards

2009 Julius Shulman Emerging Talent Award, ($2500) - David Castro

2009 Mel Ferris Scholarships sponsored by the California Architecture Foundation, 2nd Place ($4000) - Luis Alonso Torres , 3rd Place ($3000) - Brenda Hernandez

2009 AIA Pasadena/Foothill Chapter, Jean Roth Driskel scholarship ($2000) and AIA National matching grant ($2000) - Sarah Hovsepian

2009 Benjamin A. Gilman International Scholarship ($5000) from Bureau of Educational and Cultural Affairs and the Institute of International Education (IIE) - Sarah Hovsepian

The Volunteer IMPACT Award 2012 from the United States Green Building Council's (USGBC) was awarded to the ARC 431 class taught by Prof. Pablo La Roche.

Work produced by students in the China summer studio taught by architecture professor Irma Ramirez and Landscape Architecture Associate Professor Any Wilcox received two national awards: 2012 AICP Best Student Project Award, American Institute of Certified Planners. APA and the 2012 EDRA Great Places Research Award, Environmental Design Research Association.

La Roche, Pablo. EDUCATE Prize in 2012. Category III: Open Student Work (all Years of study). 1st Prize ex-aequo: Low Cost Alternative Sustainable Systems. International Student Award launched in July 2011 at the PLEA Passive Low Energy Architecture Conference in Louvain-la-Neuve (Belgium) and terminated on 9th December 2011. Students: David Toyans , Liliana Alvarez , Julie Coleman , Gamaliel Aguilar , Hayedeh Daneshman , Ioanna Magiati , Hannah Lee , Allyn Pollancic , Benny Yeh , Bhavna Handa , Tadeh Hakopian , Robert Higa , Adrian Magrina , Chris Kourafas , Chris Young , Caleb Wong , Dimitrios Tolios , Brandon Ro , Amanda Goldberg , Kate Redman , Marcus Richeson , Amy Marino , Erica Christie .

2012 Precast Concrete Institute Design Studio (PCI) taught by Associate Professor Axel Schmitzberger. Students in the class received the following awards: First Place - Rich Brown, Disi Gao, Brenda O'Brien ($2500), Honorable Mentions: Cameron Jacobson, Yasser Mohamed, William Clerk, Jakob Awerkamp, Negeen Irani, Taylor Sanderson, Mareike Pagenstecher, Armita Kalantari ($500), and MinAh Seo, Moung Han, Juhee Park, Noam Saragosti, Teresa Huber ($500.)

ARA 2049 International Housing Competition 2012, Honorable mention: Yan Aung.

AIA Inland Empire Chapter Awards 2012, 1st Place ($1,000)- Negeen Itani, 2nd Place ($600) - Megan Miller , 3rd Place ($400) - Noam Saragosti

2012 AIA Awards, Citation Award - Moung (Susan) Han.

AIAS/COTE 2012 : Research Scholar - Megan Turner

DLF-LA Lesley Wheel Luminaire Design Competition, 2013, Finalists: Nga Hoang Pham and An Quoc Ha.

2012-13 NASA Design Studio, taught by Associate Professors Michael Fox Juintow Lin and NASA Elective taught by Cory Ruppert from JPL. The funding from NASA, which totaled $30,000, paid for the students to fabricate a 30 foot high by 20 foot wide mock-up of a vertical habitat for deep space missions and to hire instructor Ruppert.

Wall Sconce Light Competition, 2013, First Place: An Quoc Ha - ($3,000 scholarship.)

California's Coalition for Adequate School Housing (C.A.S.H) 2013 Student Design Award , 1st Place - Veronica Hernandez, 2nd Place - Shimin Cao, 3rd Place - Armita Kalantari

AIA 1:2 Student Competition 2013, 2nd Place ($6,000) - Aaron Angeles and Alice Liang

LIVE·MAKE Industrial Arts Center Cincinnati architectural design competition 2013

Honorable mention (only American entry awarded a prize.): Jenny Kim and Andrew Lords.

NASA JPL awarded summer internships to three architecture students 2013, Brice Colton, Garrett Sanne and Brianna Wiley.

LABC's 2013 Julius Shulman Emerging Talent Student Competition (Gensler Charrette), Honorable Mention: Andrew Lords, Juhee Park, Noam Saragosti

D3 Natural Systems International Competition Award for the project: "US-Mexico Border: Alternative Border Typologies-Bio-Crematorium Memorial" - Andrew Lords and Leonardo Rodriguez. 2013

AWA: Association for Women in Architecture Foundation 2013 Scholarship - Megan Turner and Jane Schmidlapp.

2013 Leina Naversen received 2nd prize in the Mel Ferris Student Competition by the California Architectural Foundation.

2012 Disney Design Studio taught by architecture professor Irma Ramirez and Landscape Architecture Associate Professor Any Wilcox used funds provided by Disney Imagineering, to support student travel to New York City and for awards to students Itzel Ortega and Kristen Tuerk.

2013 Healthcare Design studio taught by Professor Hofu Wu used funds to support student presentation models and boards.

2013 Parametric Design Studio, taught by George Proctor used funds provided by the Modular Building Institute, to help fund student 3d printed models and a physical exhibit at the annual World of Modular Conference.

2007-13 Selection of papers presented by Cal Poly Pomona Architecture students (designated with #)

"The PRIME Evaluation System: a Student Developed Eco Analysis Tool" at the American 08 Solar Energy National Conference, San Diego, California; the paper was also published. Professor La Roche and Jillian Epp # jointly presented.

Ryan Hansanuwat#, Mark Lyles#, Matty West#, Pablo La Roche (2007), A Low Tech - Low

Cost Sustainable House for Tijuana, Mexico, American Solar Energy National Conference, Cleveland, Ohio.

Erin Yezell#, Lesley Felton#, Pablo La Roche, Michael Fox (2007), Greenkit: A Modular Variable Application Cooling System, American Solar Energy National Conference, Cleveland, Ohio.

Marnich, R.#, Yamnitz, R.#, La Roche, P., & Carbonnier E.#(2010) Passive Cooling with Self-Shading Modular Roof Ponds as Heat Sink in Hot Arid Climates. American Solar Energy National Conference, ASES 2010 Phoenix AZ.

Carbonnier, E.# & La Roche, P. (2010) Fluidized Building Envelopes, an Integrated Approach to Passive Cooling and Heating. BESS 2010: High Performance Building Enclosures – Practical Sustainability Symposium Proceedings of the 1st Symposium of Simpson Gumpertz & Heger Inc. and California State Polytechnic University, Pomona.

Marnich, R.,# Yamnitz, R.#, & La Roche, P. (2010) Shaded Modular Roof Pond for Passive Cooling in Hot – Dry Climates, BESS 2010: High Performance Building Enclosures – Practical Sustainability

Symposium. Proceedings of the 1st Symposium of Simpson Gumpertz & Heger Inc. and California State Polytechnic University, Pomona.

Campanella, C.# (2010) Student Poster presentation at BESS 2010: High Performance Building Enclosures – Practical Sustainability Symposium

Carlton, C.# (2010). Student Poster presentation at BESS 2010: High Performance Building Enclosures – Practical Sustainability Symposium

Castro, D. #(2010). Student Poster presentation at BESS 2010: High Performance Building Enclosures – Practical Sustainability Symposium

Cervantes, L.#. (2010). Student Poster presentation at BESS 2010: High Performance Building Enclosures – Practical Sustainability Symposium

Corbin, A.# (2010). Student Poster presentation at BESS 2010: High Performance Building Enclosures – Practical Sustainability Symposium

Escobar, A.# (2010). Student Poster presentation at BESS 2010: High Performance Building Enclosures – Practical Sustainability Symposium

Ford, M.# (2010). Student Poster presentation at BESS 2010: High Performance Building Enclosures – Practical Sustainability Symposium

Guerra , J.# (2010). Student Poster presentation at BESS 2010: High Performance Building Enclosures – Practical Sustainability Symposium

Lehman, L. #(2010). Student Poster presentation at BESS 2010: High Performance Building Enclosures – Practical Sustainability Symposium

Manabat, J.# (2010). Student Poster presentation at BESS 2010: High Performance Building Enclosures – Practical Sustainability Symposium

Marino, A.# (2010). Student Poster presentation at BESS 2010: High Performance Building Enclosures – Practical Sustainability Symposium

Pyter, K.# (2010). Student Poster presentation at BESS 2010: High Performance Building Enclosures – Practical Sustainability Symposium

Schroettinger, J.# (2010). Student Poster presentation at BESS 2010: High Performance Building Enclosures – Practical Sustainability Symposium Page 18

Yao, M.# (2010)., Student Poster presentation at BESS 2010: High Performance Building Enclosures – Practical Sustainability Symposium

Yadegari, R.# (2010). Student Poster presentation at BESS 2010: High Performance Building Enclosures – Practical Sustainability Symposium

Corbin, G.#, Walker, A.#, & Bryan, J.# (2010). Metropolitan Water District Spring Green Expo

Ikuto, E.# & Sho, A.# (2010). Metropolitan Water District Spring Green Expo

Pyter, K.# & Manabat, J.# (2010).Jade, Metropolitan Water District Spring Green Expo

Ro, F.#, Tucker, B.#, & Marshall, T.# (2010). Metropolitan Water District Spring Green Expo

Chen, S.# (2010). Metropolitan Water District Spring Green Expo.

Bricker, L. (2013). Final Inventory and Evaluation of National Register of Historic Places Eligibility Barton Flats Recreation Residence Tract, USDA Forest Service, San Bernardino National Forest Pacific Southwest Region, Prepared for USDA, Forest Service, co-authored with Keith Boggero#, Ashley Amparano#, Allyson Bradford#.

Bricker, L. (2010). Final Inventory and Evaluation of National Register of Historic Places Eligibility South Fork Recreation Residence Tract, USDA Forest Service, San Bernardino National Forest Pacific Southwest Region, Prepared for USDA, Forest Service, co-authored with Michaela Elizabeth Baker# and Anita Anyi Jen#.

Carbonnier#, E., La Roche, P. (2010) Passive Cooling with Self-Shading Modular Roof Ponds as Heat Sink in Hot Arid Climates. American Solar Energy National Conference, ASES 2010 Phoenix AZ.

Marnich#, R. Yamnitz#, R., La Roche, P. and Carbonnier E., (2010) Passive Cooling with Self-Shading Modular Roof Ponds as Heat Sink in Hot Arid Climates. American Solar Energy National Conference, ASES 2010 Phoenix AZ.

Carbonnier#, E., La Roche, P., (2010) Fluidized Building Envelopes, an Integrated Approach to Passive Cooling and Heating. BESS 2010: High Performance Building Enclosures – Practical Sustainability Symposium Proceedings of the 1st Symposium of Simpson Gumpertz & Heger Inc. and California State Polytechnic University, Pomona.

Marnich#, R., Yamnitz#, R. La Roche, P. (2010) \ Shaded Modular Roof Pond for Passive Cooling in Hot – Dry Climates, BESS 2010: High Performance Building Enclosures – Practical Sustainability Symposium. Proceedings of the 1st Symposium of Simpson Gumpertz & Heger Inc. and California State Polytechnic University, Pomona.

EDRA Great Places Award, Cal Poly ENV China Program (2011), for the research collaboration "Urban Strategies in Historic Beijing: An International Collaborative for the Preservation of Culture and the Historic City".

Bricker, Lauren. "Technology and Environment: The Post War House in Southern California". Getty Foundation, (July –December 2011.) Principal Investigator, with team consisting of Professors Judith Sheine, Philip Pregill, Pablo LaRoche, Lecturer Timothy Sakamoto, and Cal Poly Pomona students who function as researchers: Johnny Tran#, Florence Arafiles#, Mark Fagan#, Tadeh Hakopian#, Ji Eun J Kim#, Nelson Kwan#, Joyceline Martinez#, Jennifer Macdonald#, Debora Nassirzadeh#, Marcus Richeson#.

Bricker, Lauren and Hoyos, Luis, "Residential Architecture of John Lautner," Multiple Property Documentation for the National Register of Historic Places, co-authored with Professor Luis Hoyos. (January-December 2011.) Student researcher: Peter Fox#, Christopher Stanford#.

Ramirez, I., Aguilar (#), G., Banzon (#), K., Escobar (#), A., Kouznetsov (#), P., Luong (#), S., et al (2011). Urban Strategies in Historic Beijing: An International Collaborative for the Preservation of Culture and the Historic City.

Bricker, Lauren, "Donald Wexler Architect," Palm Springs Art Museum (March 13, 2011), presented with Johnny Tran#, Luis Alonso Torres#, Jennifer Guerra#.

Fox, Michael. Student Allyn Polancic # (2012) presented research for Tau Sigma Delta (Honor Society) Capstone project.

Fox, Michael. Presentation of student work on "Space Based Solar Power" at the 13 International Architecture Biennale in Venice Italy. Student Work by: Jonathan Rolf #, Krzysztof Pyter #, Moung Han #, Cooper Ballantine #, Mason McCarthy #, Andrew Lords #, Julie Stenger-Smith #, Jade Manabat #, Kirsten Meza #, Justin Hirose #, Jeremy Schmit #, R.Martin Saet #.

Fox, Michael. Two students presented studio work at the "SBSP: Space Based Solar Power at NewSpace 2012", NASA Ames Research Center, Moffett Field, CA. July, 2012.

La Roche, Pablo, Eric Carbonnier #, Cristina Halstead C. #(2012) "Smart Green Roofs. Cooling with Variable Insulation ", oral presentation at WREF 2012 / SOLAR 2012. Denver CO. (she is a Lyle Center Student)

La Roche, Pablo, Eric Carbonnier #, Cristina Halstead #, (2012) Smart Green Roofs. Cooling with Variable Insulation. PLEA 2012 Annual Conference of the Passive Low Energy Association, Opportunities, limits and needs, Lima, Peru Nov 7-9, 2012. Eric is University of Oregon and Cristina is Lyle Center student

Fox, Michael. Student presentations to NASA (ARC402/406/L Studio, Winter 2013.)

La Roche, P., Naversen#, L, Jamison M#, (2013) Learning Sustainable Design from the Recent Past Mid Twentieth Century Southern California Houses. PLEA 2013 Annual Conference of the Passive Low Energy Association, Munich, Germany Sep 9-12, 2013

Zarmano, M.# (2013). Student Poster presentation at BESS SB13: High Performance Building Enclosures – Towards Net Zero Energy

Turner#, Megan, Elizabeth Vento # (2013). Student Poster presentation at BESS SB13: High Performance Building Enclosures – Towards Net Zero Energy

Fernandez#, Manuel , Daniel Flores# (2013). Student Poster presentation at BESS SB13: High Performance Building Enclosures – Towards Net Zero Energy

Nicholson#, Kevin(2013). Student Poster presentation at BESS SB13: High Performance Building Enclosures – Towards Net Zero Energy

Abdelsayed#, Marc, Tiffani Davis.# (2013). Student Poster presentation at BESS SB13: High Performance Building Enclosures – Towards Net Zero Energy

Abdul#, Ali , Thomas Freed # (2013). Student Poster presentation at BESS SB13: High Performance Building Enclosures – Towards Net Zero Energy

Fernandez#, Manuel , Daniel Flores#, Brandon Gullotti# and Ariane Lebrilla # (2013). (2013). Student Poster presentation at BESS SB13: High Performance Building Enclosures – Towards Net Zero Energy

DOLBEAR#, JESS and MICHELLE SHADAN# (2013). Student Poster presentation at BESS SB13: High Performance Building Enclosures – Towards Net Zero Energy

Gonzalez#, Barbara (2013). Student Poster presentation at BESS SB13: High Performance Building Enclosures – Towards Net Zero Energy

Sun #, Jacob (2013). Student Poster presentation at BESS SB13: High Performance Building Enclosures – Towards Net Zero Energy

Chan, Lina#, Joe Figueras# and Ethan Park# (2013). Student Poster presentation at BESS SB13: High Performance Building Enclosures – Towards Net Zero Energy

Widjaja#, Nicole (2013). Student Poster presentation at BESS SB13: High Performance Building Enclosures – Towards Net Zero Energy

Saet#, Martin (2013). Student Poster presentation at BESS SB13: High Performance Building Enclosures – Towards Net Zero Energy

I.2.2 Administrative Structure & Governance

From https://www.csupomona.edu/~aboutCSPUP/administration/index.shtml

Cal Poly Pomona is a member of the California State University System, known around the world for providing quality education that is affordable and accessible. The 23-campus system is the largest public University system in the United States. As an academic institution, Cal Poly Pomona benefits from strong leadership across campus and across disciplines, in its students, faculty, staff and administrators. The University's chief executive is its president, who brings leadership and experience to ensure the University serves its mission, lives up to its values and achieves its goals.

I.2.2a University administrative structure & governance

Management of the University is divided into five divisions:

Division of Academic Affairs. Academic affairs oversees the University's academic endeavors, including the University's Colleges and Departments.

Division of Administrative Affairs. Administrative affairs provides fiscal, human and facility services in support of the University community.

Division of Student Affairs. Student affairs provides student-centered programs and services that promote learning and success.

Division of Instructional and Information Technology. I&IT provides innovative, strategic and cost-appropriate technology services for the University.

Division of University Advancement. University advancement generates support for the University through fundraising, stewardship, communications and external relations.

A number of organizations are involved in the University's governance, including:

The California State University. Cal Poly Pomona is a part of the 23-campus California State University System. The system is led by a chancellor and overseen by a 25-member Board of Trustees.

Academic Senate. The Academic Senate is the official voice of the University faculty and the primary consultative body in issues related to education and academic policies.

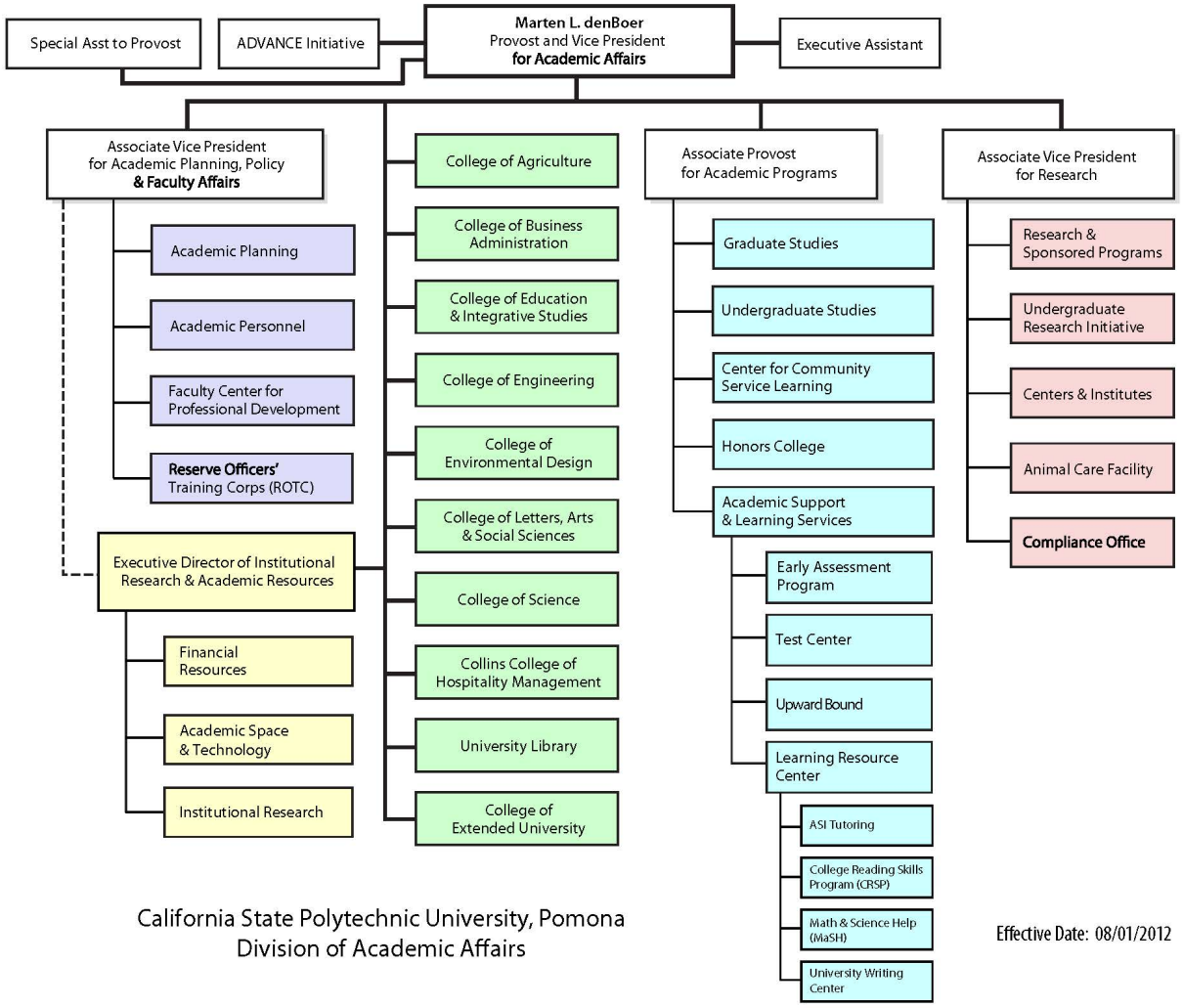
Associated Students, Inc. Associated Students Incorporated (ASI) is the University's student government as well as a non-profit corporation serving students on many levels.

Cal Poly Pomona Foundation, Inc. The foundation is a public-benefit charitable-educational organization that supports the University community. It provides goods and services and develops assets and resources for the University.

Collective bargaining units also represent groups of Cal Poly Pomona employees, such as:

California Faculty Association (CFA)
CFA Cal Poly Pomona Chapter
California State University Employees Union (CSUEU)
CSUEU Cal Poly Pomona Chapter
Academic Professionals of California
Statewide University Police Association
State Employees Trades Council
Union of American Physicians and Dentists
Environmental Design is one of eight (8) Colleges on the Cal Poly campus. The Architecture Department is one of several Departments within the College of Environmental Design.

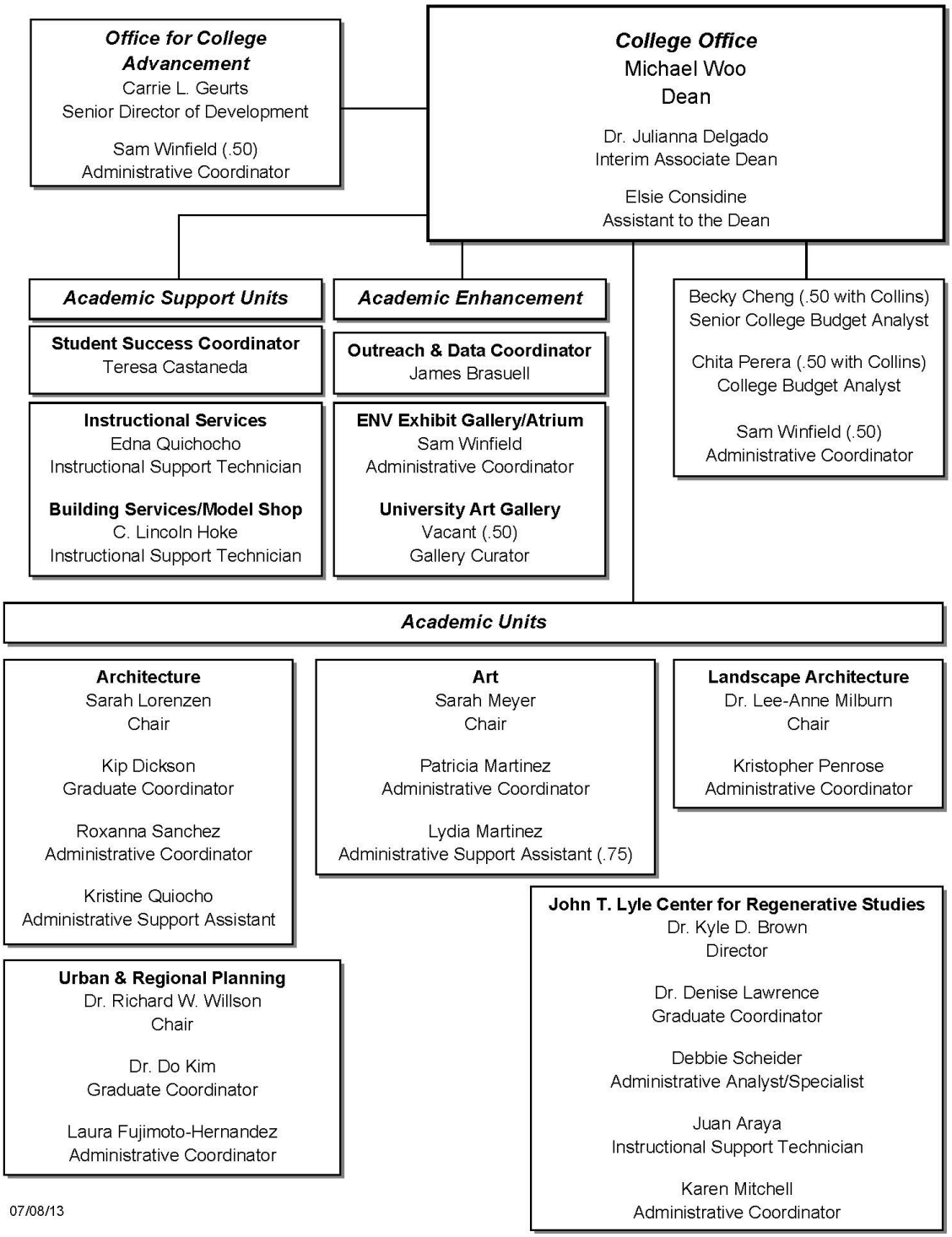
Table I.2.2A University Administration Org Chart



I.2.2b College administrative structure & governance

A narrative description of the College of ENV Org. Chart can be found in section I.2.1.

Table I.2.2B College of Environmental Design Administration Org Chart



Other degree programs within the College of Environmental Design

Architecture Programs
MIA Master of Interior Architecture, 2-year degree program

Art and Art History Programs
BA in Fine Arts Art and Art History, 4-year degree program
BFA in Graphic Design, 4-year degree program

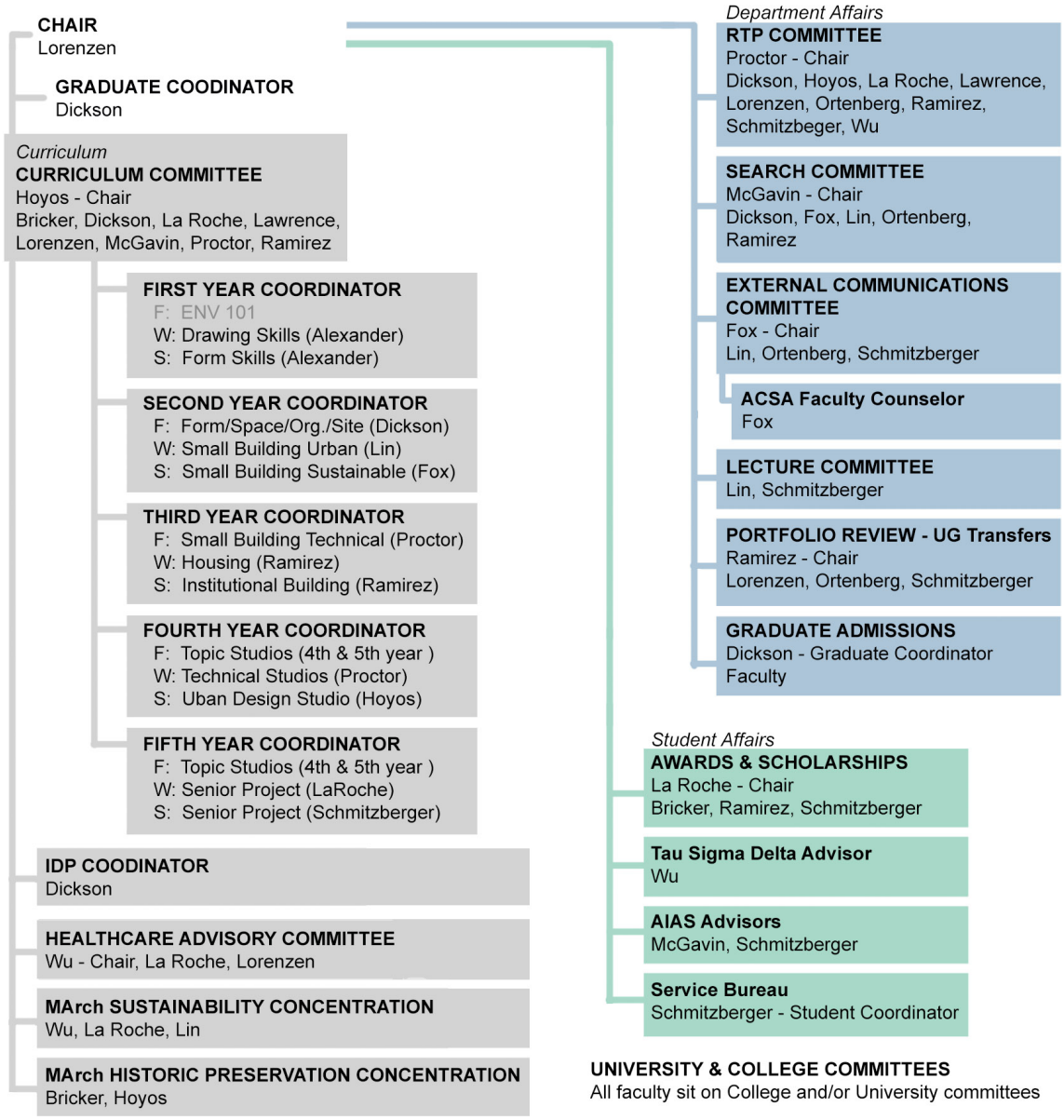
Landscape Architecture Programs
BSLA, 4-year degree program
MLA, 3-year degree program

Urban and Regional Planning Programs
BS in Urban & Regional Planning, 4-year degree program
Master of Urban & Regional Planning, 2-year degree program

Regenerative Studies Programs
MS in Regenerative Studies, 2-year degree program

I.2.2c Department administrative structure & governance

Table I.2.2C Architecture Department Administration Org Chart



Architecture Administration and Staff

Personnel within the Department of Architecture primarily provide for curricular and teaching needs, with a few faculty serving joint roles in Department administration. The Department has one administrative coordinator and one other support staff.

The program is administered by a Chair elected from the faculty. Chairs serve a four(4) year term. The Architecture Chair receives 6 WTU release per quarter, 1/2 of the annual teaching load. In addition, the Chair manages the Department's *Annual Fund* (donations and other non-state contributions), the *Friends of Architecture* fund, a revenue account from the Department's External Degree/Continuing Education program, and scholarship accounts (please see 3.10 Financial Resources for more detail).

The Architecture Graduate Coordinator (GC) receives 2 WTU release time per quarter, (1/6 of the annual teaching load) to advise the graduate students and supervise graduate admissions. Additionally, one of the Architecture Faculty is also the GC for the Master of Regenerative Studies, having similar duties and release time as the Architecture GC. One other Architecture Faculty is granted 8 WTUs of release time each year to administer the College Archives-Special Collections.

The Department has a full-time Administrative Coordinator (AC) who maintains Department operations. Additionally the Department has a half-time staff member who assists both the AC and the Chair. These positions are dedicated entirely for administrative functions.

I.2.2d Faculty Committees and Shared Governance 2012-13

Faculty contribute directly to Department, College and University affairs through committee assignments at each of the three levels. Participation provides access to shared governance and is ensured, in part, through RTP requirements.

For each academic cycle (year) the Faculty elects an RTP Chair and the Department Chair appoints faculty to each of the standing committees: DRTP, Curriculum, Awards and Scholarships, Search(provided a search is approved), External Communications, Henry Woo Lecture Committee, and Portfolio Review.

Faculty from Architecture participate in University governance in the Senate, the Faculty Union, and sit on Academic Senate standing committees. As well, the individual Faculty sit on various committees within the College of ENV Design.

Department Service Roles:
Chair: Sarah Lorenzen
Graduate Coordinator: Kip Dickson
IDP Coordinator: Kip Dickson
Graduate Coordinator Interior Architecture External Degree Program: Kip Dickson
Cavin Family Traveling Fellowship Coordinator: Kip Dickson
AIAS Advisors: Gary McGavin, Axel Schmitzberger
Tau Sigma Delta Advisor: Hofu Wu
ACSA Faculty Counselor: Michael Fox
International Architecture Programs Coordinator: Irma Ramirez
Service Bureau College student coordinator: Axel Schmitzberger

Department Committees:
DRTP: George Proctor, Chair, Dickson, Hoyos, La Roche, Lawrence, Lorenzen, Ortenberg, Proctor, Schmitzberger, Wu
Curriculum Committee: Luis Hoyos, Chair, Bricker, Dickson, La Roche, Lawrence, Lorenzen, McGavin, Proctor, Ramirez
Awards and Scholarships: Pablo La Roche, Chair, Bricker, Ramirez, Schmitzberger
Search Committee: Gary McGavin, Chair. Dickson, Fox, Lin, Ortenberg, Ramirez
External Communications: Michael Fox, Chair, Lin, Ortenberg, Schmitzberger
Henry Woo Lecture Committee: Lin, Schmitzberger
Portfolio Review: Irma Ramirez, Chair, Lorenzen, Ortenberg, Schmitzberger
Healthcare Advisory Committee: Hofu Wu, Chair, Pablo La Roche, Sarah Lorenzen

Service to the College
Bricker, Lauren: ENV Archives-Special Collections, Director

Bricker, Lauren. Special Projects: "Technology and Environment: The Post War House in Southern California" Funded research for Exhibition of the same title. Getty Foundation, August 2012-July 2013. Cal Poly Pomona was requested to submit an application to the Getty due to the holdings of the Archives-Special Collections.
Bricker, Lauren. "Steel and Shade: The Architecture of Donald Wexler." Palm Springs Art Museum, Co-curator with Sidney Williams, Palm Springs: Palm Springs Art Museum February 2011. Exhibition included art video created by Sarah Lorenzen and David Hartwell. Exhibition comprised of Donald Wexler drawings in Archives-Special Collections, and models created by Cal Poly Pomona students.
Dickson, Kip. Technical Advisor to the Dean's Office Building 7 roofing/drainage project.
Dickson, Kip. Technical Advisor to the Dean's Office Building 7 lighting retrofit project.
Lawrence, Denise. ENV College Curriculum Committee, member.
La Roche, Pablo. BESS-SB13 Planning Committee, Conference Co Chair. June 2013
Lin, Juintow. BESS-SB13 Planning Committee, Conference Logistics Manager.
Lin, Juintow. MIT Club of Southern California, VP of Membership
Lorenzen, Sarah: Neutra VDL Studio and Residences, Director
Special Projects: Phase II Roof Restoration ($120,000), Artist in residence exhibition by Xavier Veilhan (July-September 2012.)
McGavin, Gary. Student Advisor for ENV Shop Graduate Student Workers (Beginning May 2013)
Proctor, George: ENV Technology Committee Chair; ENV Urban Design AdHoc Committee
Ramirez, Irma: ENV Service Learning Representative.
Ramirez, Irma: ENV Interdisciplinary China Program
Schmitzberger, Axel: Re:street Workshop, Bauhaus University Weimar, Cal Poly Pomona, Goethe institute Los Angeles, April 5-6 2013, Metro Boardroom, Los Angeles, College Of Environmental Design Co-Host, Technical Chair.
Wu, Hofu: ENV Research Committee member
Wu, Hofu: Taiwan International Exchange Program, coordinator

Service to the University:
Bricker, Lauren: URTPC, ENV Representative
Dickson, Kip: Advisor to the Dean's Office Collins College expansion project.
Dickson, Kip: Graduate Council University
Lawrence, Denise: Weglyn Multicultural Committee, member
Lin, Juintow: First Year Experience Committee, member
Ortenberg, Alexander: Vice-President of CSU Pomona Chapter of the CFA.
Ortenberg, Alexander: Executive Board of Kellogg Honor College member.
Proctor, George. MPP Review Committee of ENV Dean Woo
Proctor, George. University Budget Committee, member.
Ramirez, Irma: International Center Advisory Committee, member.
La Roche, Pablo. University Climate Commitment Task Force, member.

I.2.3 Physical Resources

Physical resources for the Department of Architecture have long been a subject of discussion and concern on campus and in all NAAB visits. Following the Department's origins and initial NAAB accreditation the Department pushed to provide permanent workstations for students. Over the years numerous efforts have been made to augment the space allocated to the College of Environmental Design and the Department of Architecture specifically.

The College of Environmental Design is centered at Building 7, a two-story building that opened in 1971. The building is located at the northwest end of the campus. It has a gross floor area of 47,000 sq. ft., of which ENV has about 17,000 asf. The main building houses the Dean's suite, three Departmental suites (for Architecture, Landscape Architecture and URP and thirty faculty offices (12 of which are assigned to Architecture faculty, including the Chair's office). Instructional space includes design studios and lecture/seminar rooms.

Image of Building 7

Over the years growth in the ENV programs and increased pressure for permanent workstations for students required the College to expand into spaces in other buildings across the campus. In the late 1980s former Dean Marvin Malecha was successful in obtaining funding for a new facility, Building 89 named the Interim Design Center (IDC). This 21,000 sf open floor studio space was intended to be an interim space solution while a nearly 120,000 sf. Environmental Design Center building was programed and designed to house the entire ENV community. The ENV Design Center project was cancelled after the state of California entered its first budget crisis, which eliminated state funding for capital projects without majority private donor support.

Image of ENV facility distribution across the University campus

I.2.3a Studio Space

Image of studio space in the IDC (prior to renovations)

Studio Spaces for the Department of Architecture are located in three sites on campus. Each location is tied to specific student populations and curricular demand.

The bulk of studio space, for the exclusive use of Architecture studios, is in Building 89 (IDC). This space consolidates the entire 2nd and 3rd year cohorts of students. These years are typically the largest and lean most heavily on the permanent workstation environment. The remainder of

building 89 space is used by the graduate program and upper division topic studios. Although there are disadvantages to the IDC's location being far removed from Building 7 and the center of campus, the availability of parking, loading zones, outdoor working areas and proximity to the woodshop makes this a preferred location for most students.

During Summer 2013, the IDC underwent a maintenance overhaul and interior reconfiguration. The new configuration and furniture expanded the capacity of the building from 270 to 350 students. The space was subdivided through movable partitions into areas for working, model making, discussion and review space. The work areas were outfitted with movable 48" x 24" desks primarily for laptop use, a model preparation area with larger tables, and a series of informal seating areas. Funding for these changes was made possible by a gift from alumna Juliana Terian, '80 (see Part III. Progress Since the Last Site Visit for additional information on the gift.)

The Department has three studio spaces allocated for exclusive Architecture use located in Building 7. The spaces are located on the ground floor below the Department office and adjacent to the common lecture space. This space frequently serves upper division studios that are offered as topics or electives that are not dependent on adjacency to other studios within a cohort. In the spring quarter these rooms are used by the 403L Urban Design Studio required of all 4th year Architecture and Landscape Architecture students.

First year design studios are housed in Building 1 at the center of campus. This building was previously the Administration Building and was allocated for instructional uses following completion of the landmark CLA Building. The studio space in Building 1 is shared with first year Landscape Architecture and Urban & Regional Planning. All freshmen in these Departments attend an interdisciplinary studio (ENV101L) during the fall of their first year. This is the only place on campus available to accommodate this large ENV student population. In the winter and spring of the first year all three disciplines share this space using a "hot desk" system of use. While the sharing of the space is essential during the first quarter it is less than desirable in the subsequent two quarters. The space does have the benefit of being located centrally to the campus providing first-year students close access to buildings where general education courses are taught, to campus housing, and to dining facilities.

As noted, the permanent studio space for the first year class remains in Building 1. Active mentoring programs initiated by our two student clubs, AIAS and Tau Sigma Delta, have helped to alleviate the isolation of the first year architecture students. AIAS also elects a first year representative to increase first year participation in club activities. Other measures have been taken to fully integrate the work of first year students with that of upper class students. The quarterly Interim exhibition includes work by first year students. The final project for ARC 103L is built and installed, during the last two weeks of school, in front of the IDC. Final studio reviews for first year studios are scheduled on the Monday of the tenth to enable all faculty and students to participate in these reviews. First year faculty also require first year students to attend reviews of upper classmen and they are encouraged to help build the third year students' models. Additionally, the University has established the "First Year Experience" program designed to address retention challenges commonly experienced by freshmen. There is some flexibility as to how each College addresses this issue. For example, two years ago students were assigned Bill McKibben's *Eaarth: Making a Life on a Tough Planet* (New York, 2010) in preparation for a panel discussion on climate control.

I.2.3b Lecture/Seminar Space

Lecture and seminar spaces are located adjacent to or near the studio locations. Building 7 has three flat-floor lecture/seminar spaces that are shared with other programs in ENV. These classrooms hold between 20 and 50 students. The principal large sloped-floor lecture space is

located in Building 3. This classroom underwent renovation prior to our last accreditation visit. It seats up to 100 students and is used primarily for the lecture component of first through third year studio, and for Architectural History and Environmental Controls classes. It is shared with programs principally in Science and Agriculture

As new facilities are built and renovated on campus, new spaces are becoming available for use. New spaces in the Library Expansion and a new complex for the College of Business Administration are now becoming available for use by Architecture. Within the College of Business Administration, completed in 2012, are two large lecture rooms: the 200-seat Gregoire Family Auditorium, and a 121-seat auditorium. Both spaces are fully equipped as smart classrooms and are available for the Department of Architecture lecture classes. The building is centrally located on campus, near the large parking structure and Building 1, the location of our first year studios. We are confident that these areas will alleviate previously expressed concerns about needs for first year lectures as well as our other large lecture classes.

Adjacent to Building 89 (IDC) is a new facility - Building 89A. This building was intended to be a model shop, but when space was allocated in the adjacent Building 45 for a much larger shop, the modular building was converted into a lecture/seminar space. This space holds up to 100 for lectures, in less than ideal conditions. The building is hot in the summer and cold in the winter; it is difficult for students to see the screen as the floor is not raked. While the space is not the most optimal configuration, the location adjacent to the bulk of the student population and ease of access makes this a favored location for Professional Practice, Structures and Construction courses. In response to concerns about the suitability of the space for large classes, we have made the decision to redesign 89A so that one half will continue to function as a classroom for 60 plus students, and the other half will be subdivided to create a digital fabrication lab. In future the remaining classroom side will be converted into a structures/sustainability/historic preservation lab. (See I.2.3e Special Facilities for additional information.)

I.2.3c Administration Faculty Offices

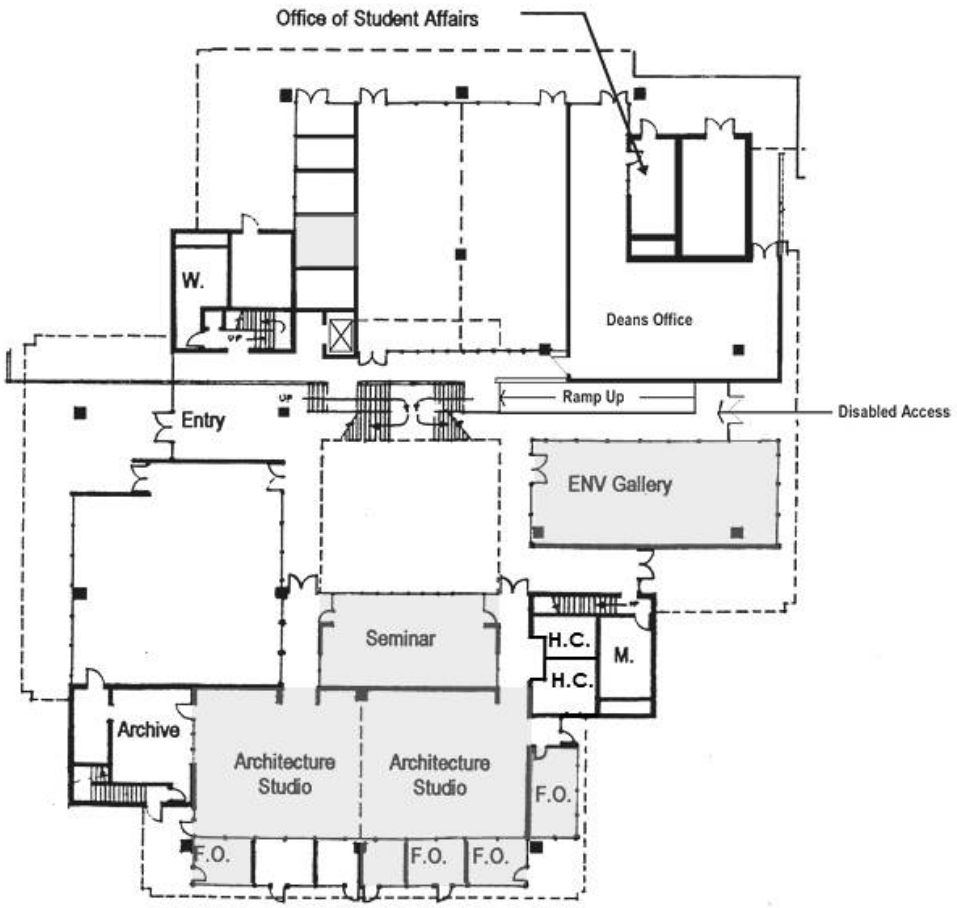
The College assigns faculty offices to the Departments, and the Department allocates individual offices to its faculty members. Currently, all full time faculty members have their own office, while part-time and Faculty Early Retirement Program [FERP] faculty members typically share one or more offices. Typically, office furniture, telephone, internet hub, wi-fi and printer are available in offices for faculty, staff and administration. The Department of Architecture office is located in Building 7 along with 12 offices Architecture faculty.

In response to earlier VTRs, we have made significant changes to the location of the faculty offices. At the time of the last visit, a number of faculty offices were located in modular offices (89B) adjacent to Building 89 IDC. Currently, only one tenured faculty member remains, out of personal choice in 89B. All other permanent faculty now have offices in Building 7 or Building 3. This has enabled us to provide office space for part-time faculty in 89B.

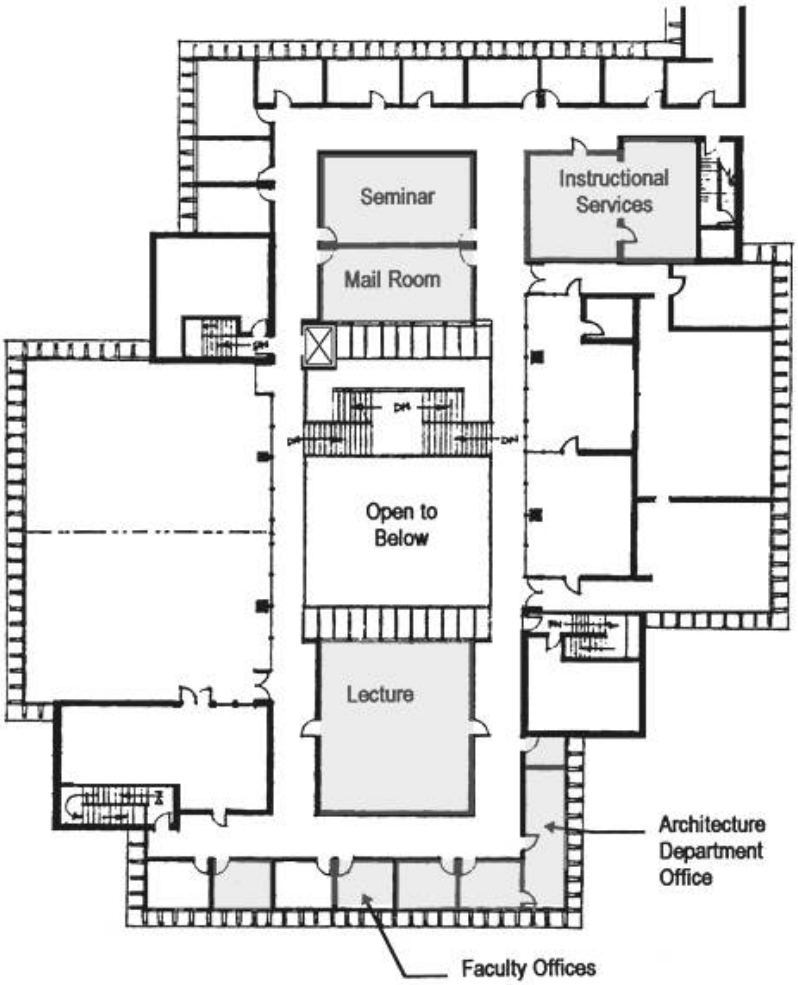
Table I.2.3A Allocation of Teaching Space

Space Type	Bldg.	Room	SQ.FT.	Capacity Normal Normal	Capacity Max	Use
Studio	1	203	1,100	50	50	Shared
Studio	1	205	1,200	50	50	Shared
Studio	1	207	250	10	10	Shared
Studio	3	1009	1,440	24	24	Shared
Studio	7	101	600	12	16	Exclusive
Studio	7	101a	990	20	30	Exclusive
Studio	7	103	990	20	30	Exclusive
Studio	89(IDC)	A	5,210	88	88	Exclusive
Studio	89(IDC)	B	7,440	125	125	Exclusive
Studio	89(IDC)	C	5,210	88	88	Exclusive
Research Lab	3	1006	635	10	10	Shared
Computer Lab	3	1122	950	24	24	Shared
Computer Lab	3	1640	930	24	24	Shared
Computer Lab	3	1632	930	24	24	Shared
Lecture	1	109	1,200	90	90	Shared
Lecture	3	217	1,560	116	116	Shared
Classroom	7	203	800	45	60	Shared
Classroom	7	217	800	20	30	Shared
Classroom	7	235	825	24	48	Shared
Studio/Seminar	89B	1	3840	80	100	Exclusive
Seminar	45	101	400	12	12	Exclusive
Fabrication Lab	89B	2	1280	Non capacity	--	Exclusive
Model Shop	45	103	3,688	Non capacity	--	Shared

Plan A: Building 7 Ground Floor Plan

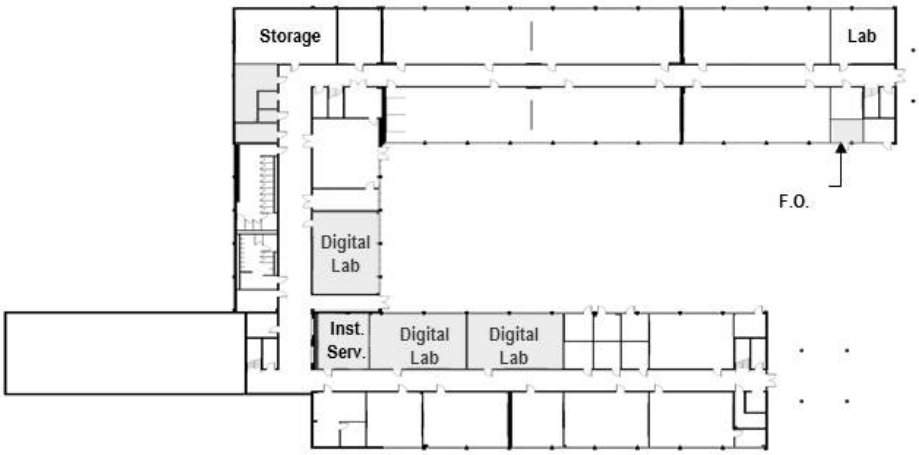


Plan B: Building 7 Ground Floor Plan



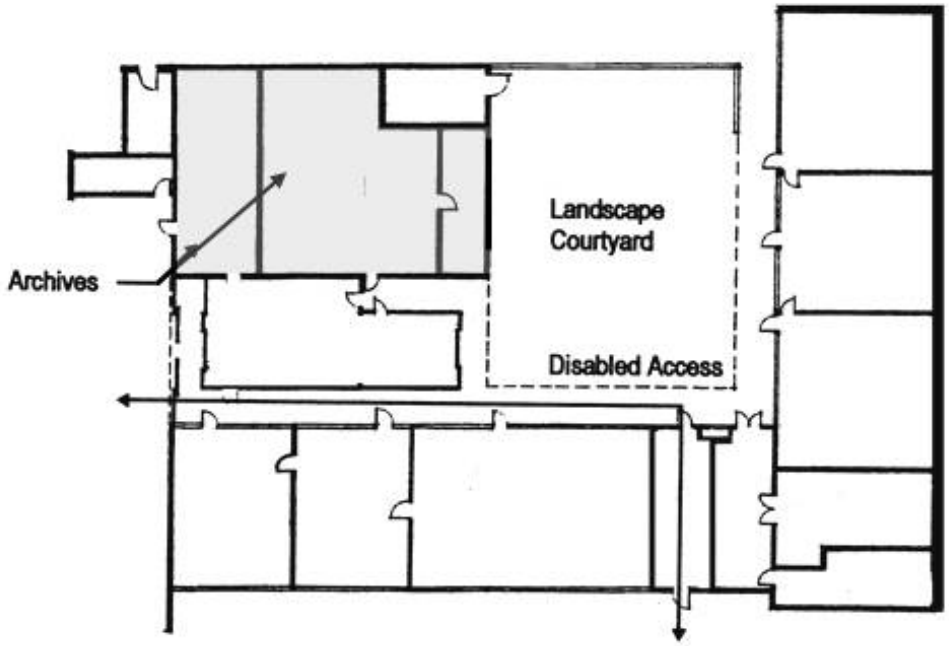
Plan C: Building 3 Ground and Second Floor Plans

Building 3 Second Floor (Shared Lecture)

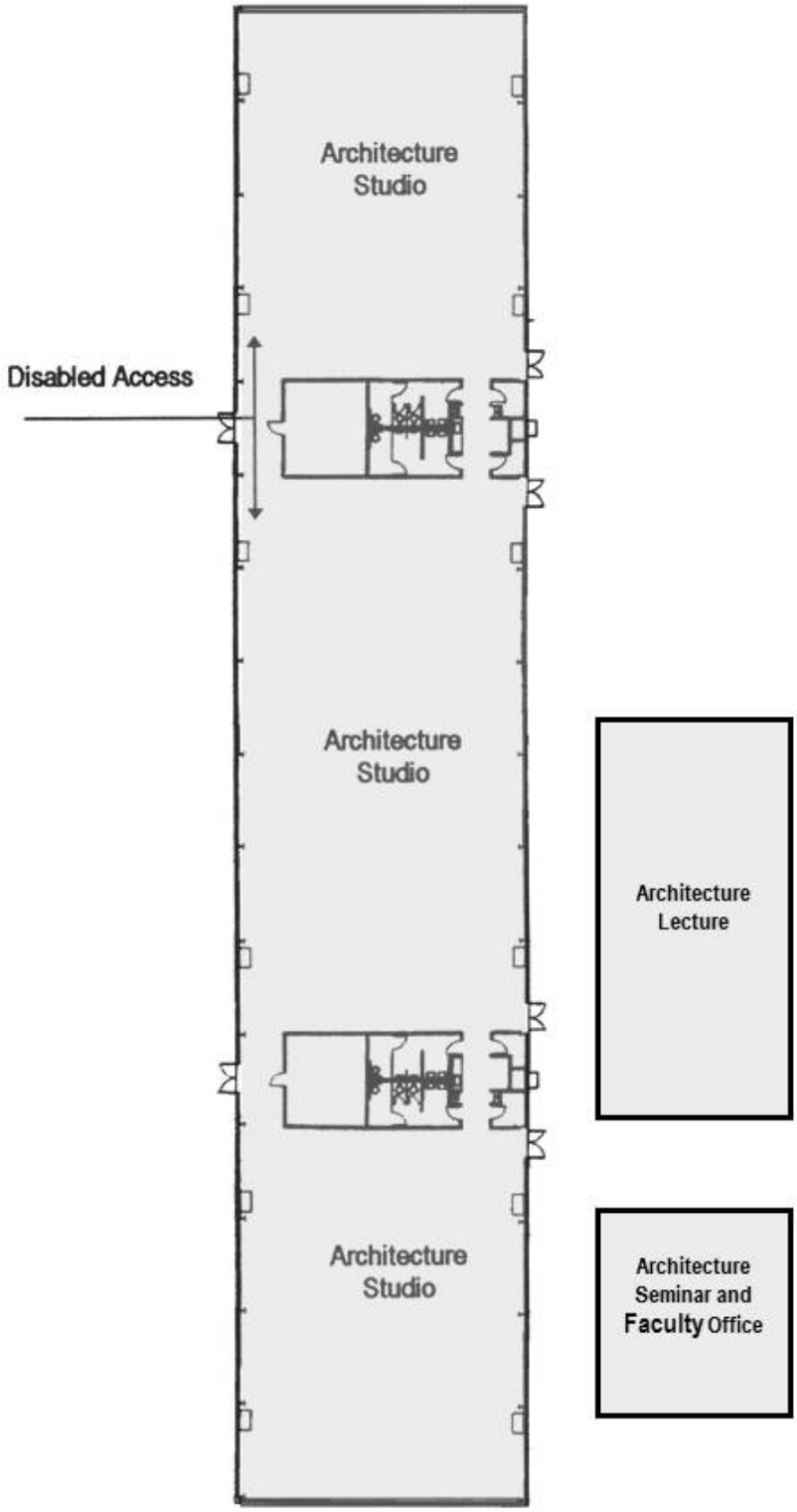


Building 3 Ground Floor (Shared Studio/Digital Lab)

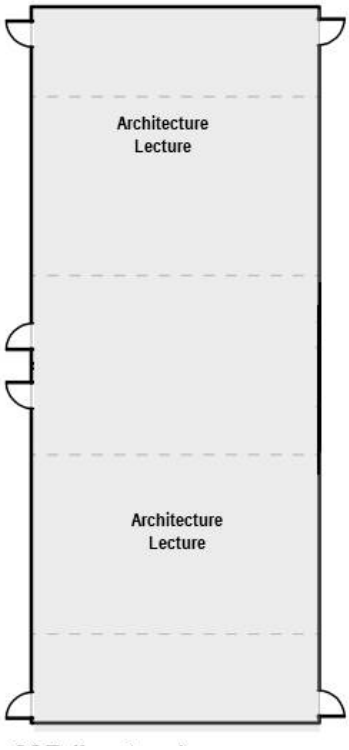
Plan D: Building 2 Ground Floor Plan

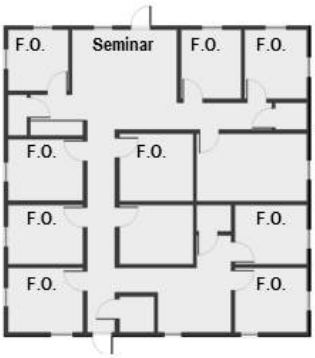


Plan F: Building 89 (Studio), 89A (Lecture) and 89B (Faculty) Ground Floor Plan

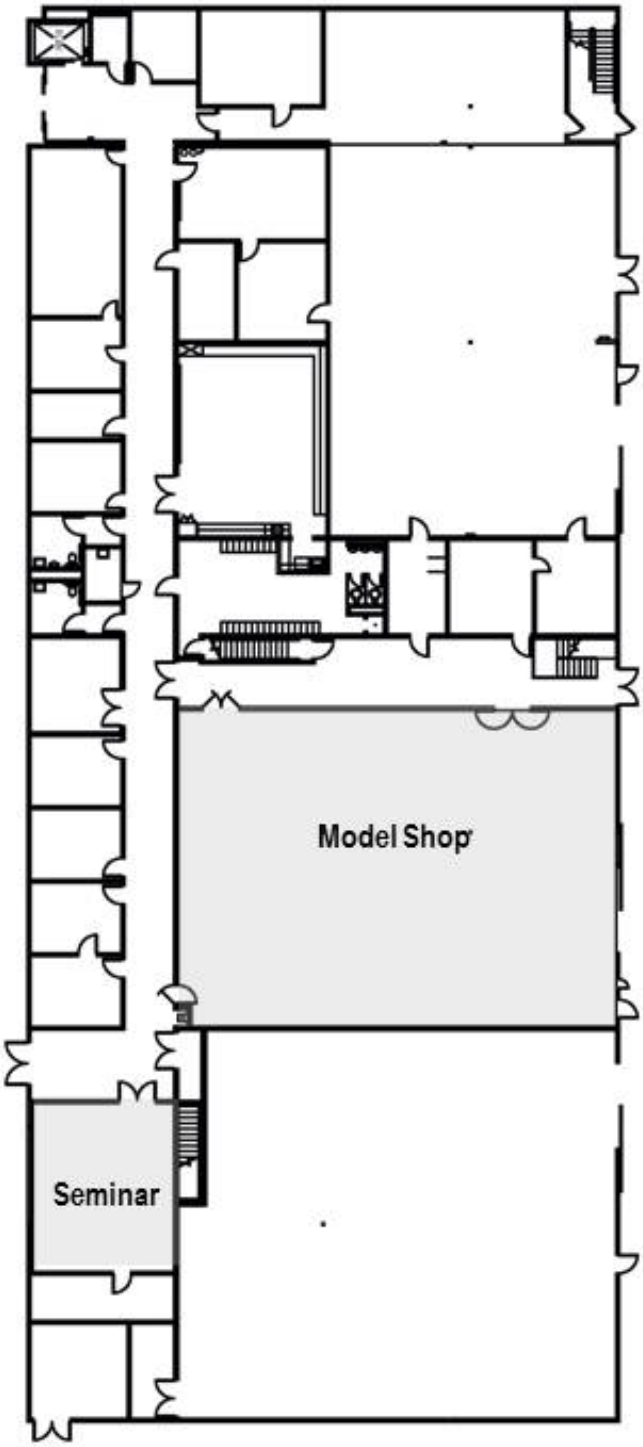


Plan F: Building 89A (above) and 89B (below) Ground Floor Plan





Plan G: Building 45 Ground Floor Plan



I.2.3d Student Space

The AIAS student organization has a multi-use space located in Building 89 (IDC) where they hold meetings and store materials for organization use. As the size of our AIAS student participation has grown to be one of the largest in the nation this space has become inadequate for the size of our needs. Due to our mild southern California climate, the AIAS makes good use of outdoor space adjacent to Building 89 IDC for barbeques and other social events. Students also use the exterior space behind the IDC and adjacent tent for construction projects throughout the year.

I.2.3e Special Facilities

Instructional Services Center, located in Building 7, Room 215A, provides a variety of services and equipment for use by faculty and students in the College of Environmental Design. Services include reproduction of large-scale xerography, spiral and velo binding, as well as general copying. Equipment available for check out includes audio-visual equipment, planimeters, calculators, and camera equipment. Following the 2008 NAAB visit the University completed a full facilities restoration of the Building 3.

Instructional Services has an expanded location in Building 3 that serves all ENV College majors. The Building 3 location currently houses large format printing and digital fabrication equipment, such as laser cutters and 3d printers. It has two large format plotters, two laser cutters, two laser printers, two cutting edge 3D printers and a large format scanner. Faculty and students in the College can use this equipment to produce design outputs at relative low-cost. The ENV Bureau is typically open 8am to 6pm Monday through Friday. During weeks of heavy use such as before midterm and final presentations there are longer hours, depending on funding and staff availability. The digital fabrication equipment will be relocated to the new digital fabrication lab in building 89A, once it is ready for use. The print lab will continue to reside in Building 3 and the additional space will be used to install additional large format printing and scanning equipment.

The Model Shop provides equipment and safe supervision to facilitate fabrication of various architectural model types including wood, plastic, and metal. The shop's wood-working equipment includes: table saws, band saws, drill press, jointer, disk sanders, radial arm saw, grinding wheel, belt and oscillating sanders and other hand and power tools. Hand tools can be loaned out to students. In order to use the above tools, a safety test must be taken and passed, typically done during second quarter first year. The shop also has a CNC machine that can be scheduled for use.

Following the NAAB visit in 2008, campus funds were allocated to move the model shop out of Building 2, adjacent to the ENV Building 7, to Building 45. Building 45 is adjacent to the main architectural studio space in Building 89 IDC. The move was brought the model shop facilities much closer to the bulk of the Architecture student population. The space was previously a metal and wood shop for the Department of Agricultural Engineering. The move provided ENV with a much larger shop and additional metal fabrication tools. Adequate model shop staffing has been an ongoing problem. Currently the shop is open M-F from 7:00 am to 4:00pm. The Chair of Architecture is working with the Dean's office to expand the hours of operation using trained graduate assistants and work-study students to provide weekend and evening use, particularly near the end of the quarter. Additionally, Dean Woo has requested a new full-time staff position to assist with the shop and new digital fabrication lab facilities. This individual would work in the evenings and at least one day during the weekend.

Computer Labs were previously located in Building 7. The Computer-Aided Instruction (CAI) Lab consisted of four separate computer teaching rooms and was the oldest computer facility of the College. In 2009, the University decided to centralized technology support for the whole campus. As a result, the technical staff of the College moved over to the I & IT division and no longer exclusively serve the College.

The Computer Aided Instruction Laboratories located in the renovated Building 3 provides a range of workstations for environmental design students. The computers are part of a network linked to the University main frame. The CAI Lab is the Department's primary digital media teaching facility. Four computer labs are located in building 3, rooms 1046, 1122, 1632 and 1640. Two of the labs have 25 Mac desktop computers each. The other two labs have 13 desktop computers plus 12 monitor stations that can be connected to laptop computers. Of the four computer labs, Room 1640 is designated for GIS Instruction. Each of the 25 Mac desktop computers in the lab has dual operation system, e.g., Mac OS X and Windows 7. ESRI ArcInfo Desktop is installed under Windows 7. Currently due to the lack of full time staff to manage these spaces, the computer labs are only available for instructional use during class times.

I.2.3f University's Learning-Centered Technology Initiative

All faculty members and students in the program benefited from the University's effort to "create a model for integrating cutting-edge computer and multimedia technology campus-wide" through the Learning-Centered Technology (LCT) Initiative launched in 2005. Through the initiative, a large number of classrooms on campus including those frequently used by the program in buildings, 3, 7 and 89 are equipped with the newest presentation and media technology, which include but are not limited to PCs, laptops, MacPros or MacBook Pros, network and internet connections, ceiling-mounted data projectors, document cameras, DVD and VCR players, amplifier and speaker systems, Extron Control, in Audio System, Motorized Screen, and podiums with automated control system. The University's Instructional and Information Technology (I & IT) Division provides technical support and training for faculty members in the use of LCTI classrooms and their computers. In summer 2010, all the remaining studios and classrooms regularly used by Architecture were equipped with digital projectors, computer podiums, and projection screens. In addition to up-to-date hardware, computers in LCTI classrooms are installed with standard computer application software such as Microsoft Office as well as specialized software such as SPSS, SAS, Statistix, Mathematica & MS Visual Studio.

For faculty members who need audio and visual equipment in other campus spaces, the media distribution service of the I & IT division will deliver equipment such as computer-based display systems, full-service computer carts, overhead projectors, audio systems and preview facilities to specified classrooms or locations on campus. Media distribution also offers tutorials and consultation sessions to faculty, staff and students regarding the use of the equipment.

In addition to faculty laptops and computer equipment in LCTI classrooms, the University also has constructed multiple open-access general computing labs, such as the Computing Commons Lab in building 98-C5-13, the Campus Center Computing Lab in building 97- 121, and the general computer lab and 24-hour computer lab in the library that are available for all faculty and students on campus. These computer labs are equipped with a number of powerful desktop computers installed with fundamental application software such as Microsoft Office, as well as equipment such as printers and scanners. Some of them are specially designed as multimedia labs to offer graphic design application programs such as Adobe Suite.

In addition to hardware equipment, the I & IT division of the University acquires a wide variety of operational systems and software licenses (for both Mac and PC) for use by faculty, staff and students on campus. Application software available for faculty and students to install on their campus or personal computers includes anti-virus programs, database programs, Adobe Suite, Office products, SFTP software, statistical programs, and a variety of utility programs. Most of these applications are installed in the open access computer labs on campus. However, multimedia applications such as Adobe Suite are only available in the Building 3 Mac Labs, the Computing Commons, and the 24-hour computer lab in the University Library.

Faculty and students in the Architecture Department make good use of this up-to-date open access to computer equipment and software in their teaching, research and study activities.

In addition to updating and maintaining campus wide classroom technology, another mission of the Learning-Centered Technology Initiative is to provide leading edge laptops for faculty members, Faculty in the Architecture Department have access to this up-to-date open access computer equipment and software and have been using them in their teaching, research and study activities. The University provides computers for faculty on campus for their teaching and scholarly activities. The faculty laptop program, started in 2005, has provided thousands of PC or Mac Laptops to full time faculty members who can renew their laptops every four to six years depending on the availability of the relevant budget. Faculty can choose to install software that the University owns a license to with the assistance of I & IT staff.

A policy setting forth computer requirements is available through the Department website. It requires that students purchase their own laptop, color printer and several other basic hardware items. This policy has been accepted by both undergraduate and graduate students as they like having the flexibility of owning their own equipment, particularly given the fact that most of the on-campus computer labs are not open during evening hours and weekends. The Department computer policy cautions students not to prematurely purchase an extensive array of software until their specific software needs are clarified. There are a number of free or heavily discounted software package available to students through the campus bookstore. These include Autodesk, Sketch-Up, and various Adobe products. More recently, the Department has requested that students be given access to the online software training website Lynda.com, which provides instruction for many software programs. There are also campus labs run by I & IT where students can receive instruction and assistance with particular questions.

I.2.3g Exhibit Gallery

The Exhibit Gallery is a centrally located space in Building 7. It is used for exhibits, receptions, meetings, and other and gatherings, as well as for reviews/juries for Architecture, Landscape Architecture, and Urban and Regional Planning.

I.2.3h ENV Archives

The ENV Archive is located in Building 2 adjacent to Building 7. Overseen by Professor Bricker, the ENV Archive is contains some material on the history of the College, as well as the professional records (drawings, photographs, manuscripts) by a number of practitioners directly associated with ENV. Its holdings include the papers of architects Richard J. Neutra, Raphael Soriano, Craig Ellwood, Donald Wexler and landscape architect Francis Dean. As a group these collections provide invaluable documentation on the evolution of Southern California architecture, and by association, Cal Poly Pomona's role in that history. A selection of papers by other faculty, and outside professionals in the environmental design disciplines are stored at this location. .

I.2.3i ENV Café

The ENV Café is an outdoor kiosk located at Building 7, which provides for informal student, faculty, and staff interaction

I.2.3j Kellogg University Art Gallery

The W. Keith and Janet Kellogg University Art Gallery is centrally located on campus and is run by a director/curator who reports to the College. Currently this is a half-time appointment, but the Dean has requested that this be converted to at least a three quarter time position. This facility

has an active exhibition program displaying work from various departments as well as off campus sources. From April to July 2013 the gallery housed the exhibit "Technology and Environment: The Postwar House in Southern California", funded by the Getty Foundation. This exhibit was part of the Getty program, Pacific Standard Time Presents: Modern Architecture in Los Angeles.

I.2.3k Center for Regenerative Studies

The John T. Lyle Center for Regenerative Studies (LCRS), founded by John T. Lyle, a former member of the Landscape Architecture Department, is a multidisciplinary teaching, research and residential facility devoted to the study and implementation of sustainable practices. The Director, Kyle Brown, is a tenured member of the Landscape Architecture Department and faculty from across the University are on the teaching staff, including, currently Professor Denise Lawrence and Professor Pablo La Roche. Additionally, Professor Hofu Wu and Associate Professor Juintow Lin serve on thesis committees. LCRS offers a Masters in Science and an undergraduate minor in Regenerative Studies. The Centers' outlook is both local and global and covers a broad range of approaches to sustainability, from technical to social and cultural.

I.2.3l Neutra VDL Studio and Residences

Richard and Dion Neutra VDL Research House II was the residence and studio of architect Richard Neutra who had a long relationship with the College, as a guest critic and lecturer. The College was bequeathed the facility in 1990, when Neutra's wife, Dione, died. She left the house and its contents to Cal Poly Pomona Foundation to be managed by the College of Environmental Design as a center for education and public use. Much of its contents, are housed within the College's Archives-Special Collections.

In the fall of 2007 Associate Professor Lorenzen was appointed the resident director. At this time the house was in disrepair and previous attempts to raise money for the restoration of the house had been unsuccessful. The University and College sought to sell the property as maintenance was a consistent draw on the College resources. Working in collaboration with Friends of VDL, Professor Lorenzen was responsible for raising over $350,000 for the restoration of the house, which is nearing completion. The house is used for accommodating overnight visiting scholars and speakers to the program and College, for seminars and studio presentations, social and alumni events, and public lectures and exhibitions. The house is open to the public every Saturday from 11am to 3pm. Architecture students serve as docents. They receive training and credit for this through an architecture elective. Admission fees from the tours support the annual maintenance budget for the house.

I.2.3m Ongoing and Planned Changes to Facilities

(Please see the section on progress following the last NAAB visit for additional information).

Facilities have been an ongoing issue at Pomona for many years. Over the years the program has sought to have new facilities to provide additional permanent workspaces for students and faculty. In recent years proposals for a new space have been developed to promote the expansion of the student population. Following the 2008 NAAB visit the Department developed a proposal for the expansion of the studio space adjacent to Building 89 IDC.

New Building for the Department of Architecture

Over the past 35 years the Department of Architecture has been an "Impacted Program;" far more CSU qualified applications are received each year than the program has the capacity to accept. Over the past few years this demand has exceeded 1,500 annual applications for the

B.Arch. program, which has space for 120 new students each year. This number of applicants is anticipated to grow in the coming years.

Long-standing discussions about a larger collective ENV expansion were abandoned when the state economy collapsed and all state funding for facilities ended. As an alternative, the Department is seeking space specific to Architecture to expand both our undergraduate and graduate programs. This expansion is important to the CSU mission as the Department is one of only two undergraduate Architecture programs in the CSU system and the only CSU Architecture graduate program. These programs offer the only access into the architectural profession for many minority and underprivileged residents in California. The College and University have agreed that Architecture has the greatest space in ENV and that they would prioritize the expansion of space available to Architecture.

In discussions at the Department, College and University Level a decision was made to build new facilities for Architecture adjacent to Building 89 (IDC.) A preliminary program and feasibility study has been developed by Professor Dickson in conjunction with campus facilities. The $10,000,000 budgeted proposal resulted in demarcation of space immediately to the east of Building 89 to be officially designated as expansion space for Architecture on the campus master plan in 2011. Last year, in another welcome development, architecture alumna, Juliana Terian, pledged $2.5 million dollars to the College of Environmental Design (ENV) as part of Cal Poly Pomona's Comprehensive Campaign. This gift represents the sixth largest cash donation in the history of the University and the largest ever for the College. Although her donation was given as an unrestricted gift to ENV, a significant portion of her support will be used to benefit the Department of Architecture.

Potential for Growth

The large number of highly qualified applicants applying to the program (our acceptance rate is lower that 1:10) indicates that the program could double in size without any significant drop in the quality of students. The new building proposal is based on the assumption that the undergraduate program could increase by 50% and that the M.Arch. I program could double in size (one cohort), and that we would establish an M.Arch. II program of between 12-15 students.

A proposed 50% increase would require both additional space and faculty. The Architecture curriculum is predicated on a studio pedagogy that is typical of professional Architecture programs. The Cal Poly "learn by doing" approach is fostered in studio classes that are central to each student's learning experience. The studio is a space intensive laboratory activity that typically operates with 15-18 students in each section and meets between 9-12 hours per week. Students work collaboratively in their space in the evenings and during the weekend hours. The provision of a permanent workspace is an important part of the studio pedagogy and is required by our accrediting organization, the National Architectural Accrediting Board (NAAB). The studio curriculum is taught in parallel to a required core of lecture courses.

Proposed Program Size Total 760 (versus 480) an increase of over 50%.

Undergraduates. We now have around 430 students in the B.Arch. program. With 50% growth, we would have around 645 students.

Graduates. We now have about 50 graduate students. If we doubled that number, we would have 100; added to 15 new M.Arch. II students, we would have 115 graduate students.

Academic Loading

The proposed expansion of these programs is predicated on growing the program to a size that would cap lecture classes at 150 students. This would necessitate an increase in credits (WTUs) assigned to lecture instructors and additional full-time faculty in core areas. Additional studio sections can be handled with a combination of additional full-time and part-time faculty. We

assume that if this increase in student population were to occur that our full-time faculty would need to increase from our current 15 to at least 22 full-time faculty. The Department feels that while this level of expansion does not meet the overwhelming demand for the program, the size is appropriate given the space afforded by a consolidated and expanded facility adjacent to the existing Building 89.

Flexibility

The consolidation of the Department of Architecture in a single location would free up existing studio, lecture and administrative space in Buildings 7, 3 and 1 that could be utilized by other programs in the College of Environmental Design. It would also allow faculty, staff, and students to be together on one site, rather than moving back and forth across campus, as we do now.

Anticipated Space Requirements

With the 2013 reconfiguration of Building 89 and the new work tables, the Department will be able to accommodate about 350 students in Building 89. With a total population of 760 students we would need to accommodate an additional 410 students in a new building. There will also need to be space for classrooms, faculty offices, and support areas.

In the past, the National Architectural Accrediting Board has recommended as much a 65 s.f. per student. Changes in the use of technology have led the Department to believe that 55 s.f. per student should accommodate our needs.

Table I.2.3B Anticipated Future Space Allocation (Existing plus New Building)

Area Type	**Net s.f.**	**Gross s.f.**
Existing Space		
Existing Building 89	17,860 s.f.	21,200 s.f.
Existing Building 89A 2 Seminar Rooms	2,400 s.f.	2,560 s.f.
Existing Modular 9A Faculty Office	Not Used	Not Used
Existing Building 45 Shop	3,688 s.f.	4,050 s.f.
Total Existing Area	23,928 s.f.	**27,810 s.f.**
New Teaching Space		
New Studio Space	23,150 s.f.	25,465 s.f.
New Raked Lecture Hall 200@10s.f.per student	2,000 s.f.	2,300 s.f.
Jury/Exhibit Space	2,000 s.f.	2,200 s.f.
Technology Support/Research	500 s.f.	600 s.f.
Architectural Archive	500 s.f.	600 s.f.
Restrooms	600 s.f.	720 s.f.
Subtotal	**28750 s.f.**	**31,885 s.f**
New Administrative Space		
Faculty & Department Office		
Department office @ 220 sq. ft.	220 s.f.	264 s.f.
Storage	150 s.f.	180 s.f.
22 full-time faculty offices @ 110 sq. ft.	2,420 s.f.	3,025 s.f.
8 part-time faculty offices (shared) @110 sq. ft	880 s.f.	1,100 s.f.
Conference/mail room	400 s.f.	480 s.f.
Subtotal	**4,070 s.f.**	**5,049 s.f.**
Total Area New Building	32,820 s.f.	**36,934 s.f.**

Construction Costs	
37,000 s.f. Steel Building and site costs	**$3,054,560**
Furnishing/Technology Allowance 6%	$183,273
Contactor Overhead & General Conditions 20%	$610,912
CSU Testing and Plan-check 3%	$115,462
Design Contingency 15%	$577,311
Escalation 0%	
A&E Consultant Fees 8.5%	$386,029
Total Project Cost	**$4,927,547**
Campus Overhead/CM Costs	$1,971,018
Building 89A Balance Due	$290,000
Maintenance Departmental Endowment	$3,000,000
Total Budget	**$10,188,565**

View from above of existing Building 89, 89A and proposed addition

Front view proposed addition

New Building Status Summer 2013

In light of current conditions and changes in educational technology the Department has decided to spend a portion of the Juliana Terian gift to update Building 89. This short-term plan calls for as much as $500,000 to be spent on new furnishing and restoration of material surfaces particularly ceiling finishes and painting. Following a recent upgrade of mechanical systems, the old package mechanical equipment will be removed to provide more floor and wall space. New smaller desks with castors have been purchased. The smaller desks are geared towards our greater reliance on digital tools. These smaller desks will allow us to slowly increase student population by 75 students; an increase of one cohort per year over the course of five years.

Building 89A will be subdivided to create two smaller, but better proportioned rooms: one will remain a lecture room and the other will house a digital fabrication lab. Reconfiguring the now smaller lecture room will improve visibility and acoustics, and relocating the digital fabrication equipment from building three to this new space will make it more accessible to students working in the IDC. The new space will also be significantly larger and be better ventilated, which will allow us to purchase additional digital fabrication equipment.

The long-term plan still includes the construction of additional studio space to accommodate the first year design sequence, faculty offices, and consolidated of support services for the Architecture Department. With a site approved and the initial funds committed, the plan is to continue the development of funds for a new facility. Following current short-term expenditures in upgrades and furnishings in the IDC and adjacent 89A lecture space, the Department will assess if a single construction project is feasible of if the program should be broken out into a series of phased expansions that could be funded independently.

I.2.4 Financial Resources

Financial Resources are an ongoing concern that has been noted in previous NAAB Visiting Team Reports. The most recent economic decline was not friendly to the program. Since the last accreditation cycle the University has seen a 20% budgetary cut, a 32% fee increase to the students, no faculty or staff pay increases and forced furloughs. Recently there has been better news: a major donor gift of $2.5 million to expand our facilities and the development of the Masters of Interior Architecture (MIA) program in collaboration with UCLA and the College of the Extended University to fund faculty development, new equipment, and graduate assistants.

The operational budget for the Department comes in a number of categories and from various sources. Faculty dollars are allocated to the College of ENV based on line salaries for tenure and tenure-track faculty. Funds to pay part-time lecturers come from a general pool of College funds to cover class assignments based on enrollments. When cuts are made to the Department this essentially means that fewer part-time faculty are hired (based on seniority), which increases class sizes. The Department strives to keep studio sections to 16 students in the undergraduate program and to 12 for the graduates program. At the height of the recession two-years ago, class sizes increased, but they look to return to pre-recession sizes in 2013-14.

The College has a limited amount of funds to support faculty travel and faculty release, and to pay for graduate TA's. The University also awards a limited amount of funds for faculty travel and conference, such as Mini-grants and President's Travel Funds. Other development funds come from the Department through fees raised in the Special Sessions program (now closed), the 2-year old Master of Interior Architecture (MIA) program, or through private gifts. Faculty development funds have ranged from $500 to $1500 per year, and are typically used for travel to conferences or to purchase specialized software. For more ambitious projects faculty typically look to institutional or private grants. The ENV development officer and staff in the Office of Research and Sponsored Programs are available to help with the grant process. In the last six years yearly funds raised by faculty from grants and gifts have ranged from $40,000 to $480,000.

A number of faculty have sought to establish relationships with design firms or industry to help fund the work of students in studios. These funds have been used to subsidize student travel, printing and model costs, and to awards prizes for outstanding projects. The Department also has ten separate scholarship accounts that are held by the Cal Poly Pomona Foundation. A Department scholarship committee reviews student applications and awards 10-15 scholarships ranging from $500 to $2500 dollars. A number of these help support student travel. See Table I.2.4G and I.2.4H for actual amounts.

Table I.2.4A Architecture revenue and expenditures from all sources 2007-08 to 2012-13

Description	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Academic Salaries	$1,215,486	$1,404,839	$1,240,377	$1,258,933	$1,210,704	$1,212,616
Part-Time Faculty	$239,669	$221,420	$245,057	$270,412	$298,304	$290,278
Chair Summer	$13,100	$13,400	$13,861	$13,861	$13,867	$13,867
Staff	$68,442	$71,464	$63,242	$54,716	$56,421	$85,717
Grad Assistants*	$13,320	$8,140	$9,620	$8,140	$20,720	$17,760
Operations	$10,815	$8,689	$8,169	$12,368	$2,607	$28,581
Grants and Gifts	$92,577	$88,293	$63,242	$89,085	$93,615	$128,653
CEU, MIA Funds	$12,582	$11,898	$11,416	$18,650	$55,317	$24,515
Scholarships	$9,350	$8,705	$7,870	$10,450	$11,400	$13,000
Total	**$1,811,950**	**$1,823,448**	**$1,648,993**	**$1,733,769**	**$1,762,955**	**$1,797,715**

Financial breakdown by revenue type and use

Table I.2.4B ENV College revenue and expenditures from state funds for 2007 to 2013

Description	2007	2008	2009	2010	2011	2012
Academic Salaries	2,873,697	3,211,923	2,924,473	3,233,782	3,121,696	3,152,763
Chairs	533,848	520,933	512,167	483,863	445,227	394,984
Part Time Faculty	1,465,781	1,333,757	1,183,556	1,310,881	1,200,151	1,042,426
Management	285,528	296,132	269,574	251,663	292,200	285,117
Staff Salaries	946,410	990,766	783,989	745,163	702,332	732,026
Grad Assistants	12,890	17,226	15,500	17,181	9,000	5,390
Student Assistants	123,601	129,880	85,244	132,386	85,118	23,440
Work Study	37,700	6,500	7,255	5,700	7,198	7,694
Operations/Equipment	243,267	159,075	127,243	405,558	145,601	93,684
Travel	45,450	26,057	14,248	35,053	12,506	500
Accreditation	20,248	27,000	20,000	29,000	18,485	3,000
Recruitment/Relocatio	12,952	28,200	10,000	15,000	30,000	9,245
College Budget	**6,601,372**	**6,747,449**	**5,953,249**	**6,665,230**	**6,069,514**	**5,750,269**

Table I.2.4C Architecture revenue and expenditures from state funds 2007-08 to 2012-13

Description	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Academic Salaries	1,215,486	1,260,615	1,112,524	1,153,690	1,106,700	1,123,378
Chair's Salary	100,628	100,500	95,960	102,397	104,004	89,238
Dept. Chair extra	49,081	43,724	31,893	13,861	13,867	13,867
Part-Time Faculty	239,669	221,420	242,625	270,412	298,304	290,278
Substitute Faculty	0	0	2,432	2,319	0	0
Staff Salaries	69,242	71,464	63,242	54,716	55,421	85,717
Medicare	0	0	0	0	0	201
Transfer out	0	0	0	0	0	-50,029
Grad Assistants*	13,288	8,583	8,755	8,385	9,372	9,757
Supplies & Services	8,998	6,727	7,645	8,120	2,714	23,550
Travel out of State	1,364	1,962	498	955	0	1,540
Travel in State	453	0	26	-26	-107	1,871
Recruitment	0	0	0	0	0	1,376
IT Software	0	0	0	0	0	80
Memberships	0	0	0	1000	0	165
Totals	**1,698,209**	**1,714,995**	**1,565,600**	**1,615,829**	**1,590,275**	**1,590,989**

* Graduate assistants paid by state funds, additional assistants are paid from special sessions, continuing education and MIA funds (see chart below.)

Table I.2.4D Forecast Architecture for next two years (faculty payroll and operating expenses):

Description	2013-14	2014-15
Tenure and Tenure track	1,241,988	1,245,000
Temp Lecturers	304,928	306,000
Arch Operating Expenses	3,000	3,500
Chair's extra quarter	9,930	9,930
Staff Salaries	85,884	96,000
Student Assistants	9,000	9,000
Total	**1,654,730.00**	**1,669,430.00**

Table I.2.4E Architecture Revenue and expenditures from state funds for fiscal year 2012

Account	Budget Total	Pmt/Rev	Actual Total	Balance
570000 - Tr In same CSU 948 same camp		-24,041	-24,041	24,041
570441 - Tr In from CSU 441-TF Cerf		-25,988	-25,988	25,988
601100 - Academic Salaries	1,122,400	1,123,378	1,123,378	-978
601101 - Department Chair	89,238	89,238	89,238	0
601103 - Graduate Assistant	5,390	9,757	9,757	-4,367
601300 - Support Staff Salaries	85,884	85,717	85,717	167
601801 - Instr Fac Extra Qtr	0	13,867	13,867	-13,867
601804 - Part Time Faculty	288,957	290,278	290,278	-1,321
603012 - Medicare		201	201	-201
606001 - Travel-In State		1,871	1,871	-1,871
606002 - Travel-Out of State		1,540	1,540	-1,540
616003 - I/T Software		80	80	-80
660003 - Supplies and Services	26,515	23,550	23,550	2,965
660042 - Recruitment / Relocation		1,376	1,376	-1,376
660805 - Membership & Subscriptions		165	165	-165
Total	**1,618,384**	**1,590,990**	**1,590,990**	**27,394**

Table I.2.4F Architecture revenue from Special Sessions, Continuing Education and Master of Interior Architecture (MIA), and Development Funds awarded to each faculty 2007-08 to 2012-13

Source	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Continuing Education	$2,584	$190	$1,000	$1,234	$0	$0
Special Session	$9,998	$11,708	$10,416	$17,416	$12,237	$0
MIA	$0	$0	$0	$0	$43,080	$24,515
Total	**$12,582**	**$11,898**	**$11,416**	**$18,650**	**$55,317**	**$24,515**
Development Funds per Faculty	**$700**	**$500**	**$500**	**$500**	**$1,500**	**$950**

Table I.2.4G Funds from Donations, Gifts, External and CSPUP grants

Type	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Donations Foundation Accounts	$5,184	$32,205	$69,591	$57,634	$80,047	$174,616
In-Kind Gifts	$6,210	$0				
External grants through CSPUP	$17,720	$0	$10,000	$20,000	$145,000	$309,927
CSPUP Mini-grants	$2,800	$4,200	$0	$0	$0	$0
CSPUP Presidents Travel Fund (College)	$12,078	$4,607	$0	$15,212	$6,848	$0
Total	**$43,992**	**$41,012**	**$79,591**	**$92,846**	**$231,895**	**$484,543**

The College development staff is looking at a two-year funding goal for the Department of Architecture, from individual, corporation and foundation gifts or grants, of:

2013-2014 – ARC: $708,000 / ENV: $2 million dollars
2014-2015 – ARC: $333,000 / ENV: $2.2 million dollar

Funds for New Architecture Building / Improvements to Architecture Facilities
89A Modular Building Donation
$2.5 Million from Juliana Terian for the new architecture building (not included in Table 1.2.4G)
$350,000 in gifts, grants, and fees for the restoration of Neutra VDL House (2008-2013)

Partial List of uses for Grants/Gifts received by the Architecture Department from Table I.2.4G

2007-08
$1,500 Sustainability Initiative (HMC)
$25,000 NCARB Prize for research and Sustainability courses
$5,000 Taiwan International Exchange Program

2008-09
$2,000 Sustainability Initiative (HMC)
$5,000 Tijuana Topic Studio
$2,500 Taiwan International Exchange Program

2009-10
$1,500 Sustainability Initiative (HMC)
$17,430 Disney Topic Studio
$12,000 Precast Concrete Studio
$10,000 Preservation Course
$2,500 Taiwan International Exchange Program

2010-11
$5,000 Sustainability Initiative (HMC)
$25,000 Disney Topic Studio
$12,000 Precast Concrete Studio
$2,000 Taiwan International Exchange Program

2011-12
$5,000 Sustainability Initiative (HMC)
$25,000 Disney Topic Studio
$22,000 Precast Concrete Studio
$7,146 AECOM Topic Studio
$40,000 Preservation Elective Course
$5,000 Sustainability Elective Course
$3,0000 Henry Woo Lecture Series and Travel Funds
$20,000 Healthcare Architecture Initiative (Topic Studio and Electives)
$5,000 Taiwan International Exchange Program
$140,000 Post-War Housing Exhibit Research

2012-13
$5,000 Sustainability Initiative (HMC)
$25,000 Disney Topic Studio
$24,000 Precast Concrete Studio
$29,927 NASA Topic Studio and Elective Course
$3,500 Modular Building Topic Studio
$2,500 Preservation Elective Course
$60,000 Interactive Portfolio Courses
$23,500 Healthcare Architecture Initiative (Topic Studio and Electives)
$15,000 Re-Streets Workshop and Conference
$5,000 Taiwan International Exchange Program
$160,000 Post-War Housing Exhibit
$10,000 Art and the House Museum Conference

Table I.2.4H Architecture Scholarship Awards from 2007-08 to 2012-13

Name Awardees	2007-08	Name	2008-09	Name Awardees	2009-10
Brittany De Paul	$500	Kashif Ghani	$500		
Cristian Isidoro	$300	Oleg Mikhailik	$2,500	Arthur Zohrabians	$500
Leonardo Diaz	$2,500	Eric Leung	$500	Brandon Ro	$2,500
Brittany De Paul	$500	John Tubles	$500	Almondina Lopez	$500
Jeremiah Hayne	$500	Jennifer Wong	$500	Kenneth Park	$500
Katherine Park	$500	Cynthy Harris	$1,705	Greg Sagherian	$500
Audrey Sato	$2,050	Aaron Locke	$500	N. Karimzxadegen	$1,870
Judy Vega	$500	Brandon Ro	$500	Nancy Park	$500
Taylor Goodrich	$500	A. Batuybakal	$750	Francisco Martinez	$500
Kurt Rodrigo	$1,500	Amanda	$750	Jenny (Ji Eun) Kim	$500
	$9,350		**$8,705**		**$7,870**

Name Awardees	2010-11	Name	2011-12	Name Awardees	2012-13
Krystie Ortencio	$1,250	Ana Karen	$500	Noam Saragosti	$3,000
Ana Loera	$1,250	Anthony Corbin	$2,500	Bo Guillen	$1,000
Aaron Gomez	$500	Dimitrios Tolios	$250	Evelyn Mercado	$1,000
Sharz Razi	$500	Kromschroeder	$2,500	Mariapaz Morey	$1,000
Flavia Merlino	$500	J. Edwardson	$500	Genesis Anaya	$1,000
Sem Luong	$500	Samuel Bent	$500	Kate Bilyk	$2,500
Leandrao Yuan	$1,500	Jenny Kim	$500	An Ha	$500
Amy Marino	$2,450	Kateryna Bilyk	$500	Ryan Keenan	$500
Disi Gao	$500	M. Jamison	$1,650	Juan Salazar	$2,500
Arthur Zobrabian	$500	Leina Naversen	$1,000		
Bryan Walker	$500	Michelle E. Lee	$1,000		
Rene Vidal	$500				
	$10,450		**$11,400**		**$13,000**

Table I.2.4I Architecture Scholarship Accounts from 2007-08 to 2011-12

Academic Year	Account Name	Beginning Balance	Ending Balance
2007-2008	Annual Fund	$12,399.49	$14,897.48
	Cuevas	$316.31	$718.55
	FOA	$12,805.52	$10,887.64
	Galano	$1,013.04	$1,052.71
	HMC	$5,514.44	$7,175.72
	Hotaling	$271.43	$2,623.40
	Hunt Family	$3,257.13	$36,726.19
	Shanks	$35,985.38	$42,721.50
	Soriano	$11,679.85	$12,236.71
	Sullivan	$315.86	$1,967.95
	Total	**$83,558.45**	**$131,007.85**
2008-2009	Annual Fund	$14,692.16	$32,106.50
	Cuevas	$718.55	$884.18
	FOA	$10,887.64	$13,566.15
	Galano	$1,052.72	$775.13
	HMC	$7,175.72	$8,425.64
	Hotaling	$2,623.40	$400.95
	Hunt Family	$36,726.19	$34,724.02
	Shanks	$43,069.55	$45,868.00
	Soriano	$11,223.71	$9,515.61
	Sullivan	$1,967.95	$171.95

	Total	**$130,137.59**	**$146,438.13**
2009-2010	Annual Fund	$32,106.50	$52,390.13
	Cuevas	$884.18	$393.34
	FOA	$13,566.15	16.864.78
	Galano	$775.13	$782.72
	HMC	$8,425.64	$8,508.13
	Hotaling	$400.85	$2,614.17
	Hunt Family	$34,724.02	$33,565.67
	Shanks	$45,868.00	$44,447.81
	Soriano	$9,515.61	$8,609.78
	Sullivan	$171.95	$15.66
	Total	**$146,438.03**	**$151,327.41**
2010-2011	Annual Fund	$52,162.09	$47,373.82
	Cuevas	$393.34	$395.35
	FOA	$15,864.96	$15,413.70
	Galano	$782.72	$786.52
	HMC	$8,508.13	$8,549.46
	Hotaling	$2,386.42	$166.62
	Hunt Family	$33,565.47	$31,728.77
	Shanks	$44,447.81	$40,714.06
	Soriano	$8,609.78	$6,651.79
	Sullivan	$15.66	$2,490.94
	Total	**$166,736.38**	**$154,271.03**
2011-2012	Annual Fund	$47,373.82	$32,826.67
	Cuevas	$395.35	$879.91
	FOA	$15,413.70	$15,528.64
	Galano	$786.52	$286.52
	Healthcare	$19,490.00	$23,282.16
	HMC	$8,549.46	$10,006.43
	Hotaling	$166.62	$64.56
	Hunt Family	$31,728.77	$30,309.47
	Nakano	$8,000.00	$3,852.96
	Shanks	$40,714.06	$48,700.64
	Soriano	$6,651.79	$6,669.00
	Sullivan	$1,294.51	$3,242.08
	Total	**$180,659.60**	**$178,919.48**

Table I.2.4J Architecture Scholarship Accounts 2012-13

2012-2013	Annual Fund	$30,322.08	$37,552.87
	Cuevas	$1,278.58	$2,091.97
	FOA	$15,528.64	$16,371.89
	Galano	$286.52	$289.52
	Healthcare	$23,282.16	$34,682.65
	HMC	$10,006.63	$6,343.04
	Hotaling	$2,572.06	$3,601.34
	Hunt Family	$31,809.47	$27,876.49
	Nakano	$3,852.96	$7,218.96
	Shanks	$48,200.64	$53,458.36
	Soriano	$6,669.00	$5,682.78
	Sullivan	$3,242.08	$3,465.08
	Total	**$177,050.82**	**$198,634.95**

Table I.2.4K Architecture Department Graduate Assistants from 2007-08 to 2012-13

2007 - 2008 Grad Assistants

Grad Assistant	Faculty	Fall '07	Winter '08	Spring	Total
Cook, Ryan	McGavin	740	740	740	2,220
Epp, Jilian	Bricker, La Roche, Wu	740	740	740	2,220
Sarkis, Milad	Fox, Bricker	1,480	740	1,480	3,700
Vanaskie, Laura	Bricker	1,480	2,220	1,480	5,180
Totals		**4,440**	**4,440**	**4,440**	**13,320**

2008 - 2009 Grad Assistants

Grad Assistant	Faculty	Fall '08	Winter '09	Spring	Total
Campanella, Chuck	McGavin	740	740	1,480	2,960
Cook, Ryan	McGavin	740			740
Harris, Cynthy	Fox			740	740
Lozano, Yazmin	Bricker		740		740
Marnich, Rudy	La Roche, Wu		740	740	1,480
Radojicic, Rebecca	Bricker	740			740
Sarkis, Milad	McGavin	740			740
Totals		**2,960**	**2,220**	**2,664**	**8,140**

2009 - 2010 Grad Assistants

Grad Assistant	Faculty	Fall '09	Winter '10	Spring	Total
Berkowitz, Rael	La Roche	740			740
Black, Kimberly	Fox	740			740
Carbonnier, Eric	La Roche	740		740	1,480
Christie, Erica	Bricker, McGavin, La	740	740	740	2,220
Lehman, Laura	McGavin		740		740
Marnich, Rudy	McGavin	740	740	740	2,220
Modlin, Alan	Bricker		740		740
Yao, Michael	Fox			740	740
Totals		**3,700**	**2,960**	**2,960**	**9,620**

2010 - 2011 Grad Assistants

Grad Assistant	Faculty	Fall '10	Winter '11	Spring	Total
Barnacastle, Ryan	Bricker		740	740	1,480
Houser, Michelle	Fox	740		740	1,480
Lehman, Laura	McGavin	740	740	740	2,220
Marino, Amy	La Roche, Wu		740	740	1,480
Modlin, Alan	Bricker	740			740
Tolios, Dimitrios	McGavin & Wu			740	740
Totals		**2,220**	**2,220**	**3,700**	**8,140**

2011 - 2012 Grad Assistants

Grad Assistant	Faculty	Fall '11	Winter '12	Spring	Total
Barnacastle, Ryan	Bricker & Ortenberg	1,480			1,480
Carlton, Chris	Ortenberg		740	740	1,480
Chan, Lina	Hoyos			740	740
Conrad, Matthew	McGavin		1,480		1,480
Jamison, Margaret	Ramirez		740		740
Macdonald, Jennifer	Wittasek			740	740
Magiati, Ioanna	McGavin	740	1,480	1,480	3,700
Marino, Amy	Fox	740			740
Moseley, Henry	Ortenberg			740	740
Naversen, Leina	La Roche, Wu		1,480	1,480	2,960
O'Bryan, Brenda	Fox			740	740
Ortencio, Krystie	Papineau, Fox		1,480	740	2,220
Schmidlapp, Jane	Lawrence & Hoyos			1,480	1,480

Tolios, Dimitrios	Lin			740	740
Tseng, Jeffrey	McGavin & Wu			740	740
Totals		**2,960**	**7,400**	**10,360**	**20,720**

2012 - 2013 Grad Assistants

Grad Assistant	Faculty	Fall '12	Winter '13	Spring	Total
Chan, Lina	McGavin, Ferrier		1,480	740	2,220
Dominguez, Von	Ramirez		740		740
Martinez, Joyceline	Bricker	1,480			1,480
Miller, Megan	McGavin, Fox, Wu	1,480	740	1,480	3,700
Naversen, Leina	La Roche, Wu		1,480	1,480	2,960
Ortencio, Krystie	Ortenberg, Bricker	740	1,480		2,220
Raya, Fernando	Fox	740			740
Schmidlapp, Jane	Ortenberg	740			740
Tseng, Jeffrey	McGavin		740	740	1,480
Turner, Megan	Ferrier			1,480	1,480
Totals		**5,180**	**6,660**	**5,920**	**17,760**

Table I.2.4K Data on annual expenditures per student compared to other programs in ENV

Program	Fiscal Year	Expenditure Total	FTES Taught	$ per FTES
Architecture	2010	1,615,829	373	5,149
	2011	1,590,276	337	5,462
	2012	1,618,366	330	5,627
Art	2010	1,334,475	308	5,150
	2011	1,304,391	292	5,210
	2012	1,225,731	278	5,132
Landscape Architect	2010	1,060,433	206	5,965
	2011	1,006,158	186	6,152
	2012	1,023,824	148	7,641
Regenerative Center	2010	366,533	53	7,733
	2011	348,474	47	8,157
	2012	319,667	47	7,525
Urban & Regional Planning	2010	870,764	167	6,031
	2011	940,044	164	6,475
	2012	882,929	148	6,689

Table I.2.4L Data on annual expenditures per student compared to other University programs

Program	Fiscal Year	Actual Total	FTES Taught	$ per FTES
College Of Business Administration	2010	11,647,381	2,621	4,444
	2011	11,153,717	2,516	4,433
	2012	11,023,872	2,610	4,224
College Of Engineering	2010	11,843,657	2,184	5,423
	2011	12,091,450	2,267	5,334
	2012	12,639,075	2,324	5,439

Notes on annual expenditures by student:

- Expenditures given are for Instruction and Academic Support from the General Operating fund, and exclude benefits.
- Capital expenses, operation and maintenance of plant, student services and institutional support are not included.
- FTES Taught = Full-Time equivalent students in courses taught by the College or Department regardless of academic major.

I.2.5 Information Resources

I.2.5a University Library

The University Library is housed in a six-story structure of 215,000 square feet, of which 205,500 square feet are devoted to library functions. The entire building is well lit and has both heating and air-conditioning. Comfortable seating accommodations for 2,600 readers are supplied in group study rooms, at individual carrels, and tables. All public service areas are carpeted. A light table and computer stations are available for student use. When classes are in session the library is open 82.5 hours each week:

M-TH	7:30 am - 10:00 pm
F	7:30 am - 5:00 pm
Sat.	12:00 pm - 5:00 pm
Sun	12:00 pm - 9:00 pm

The University Library has shorter summer hours and extended exam hours. It is also open 40 hours M-F during quarter breaks.

The University Library, recognized by many as the "intellectual heart of the campus" currently houses a collection exceeding 3 million items. The University Library completed a 71,771 square foot addition and 78,761 sf renovation to the existing space in fall 2008. The existing ground, first and second floors were remodeled to include program, accessibility and circulation improvements. This work constituted the first of a two-phase project. Phase 2 will renovate the existing third, fourth and fifth floor of the library to complete and complement improvements provided by the Library Addition and Renovation, Phase 1 project.

The Phase I portion of the project includes the following improvements:

- Expands the usable area of the library to 307,277 gross square feet
- Adds an additional 2,067 seats, including table seating, lounge seating, workstation seating, and study carrels
- Adds 23 additional group study rooms
- Adds 5 Group Listening Rooms
- Adds12 listening/viewing stations
- Adds (1) 65 person Library Informational Learning Center
- Adds (1) 26 person Library Informational Learning Center
- Adds 102 workstation 24 hour study lab
- Adds 208 additional public workstations total
- Adds 49 person multipurpose room for special events
- Adds new and additional open and compact stacks
- Adds 7 Academic Classrooms – includes (1) 120 person tiered classroom
- Includes wireless access throughout the building
- Adds a welcome desk
- Adds a Reference Desk combined with a Technology Help Desk
- Adds a café featuring wireless accessibility with indoor and outdoor seating

The book collection of the University Library exceeds 750,000 volumes including books on a wide range of subjects, serials, government documents, periodicals, newspapers, etc. The Library currently subscribes to 1,330 combined print periodical titles, and serial titles, and 9,473 e-journal titles. Additionally the library has access to over 15,000 periodical titles through full text databases. The University Library belongs to several cooperative enterprises: The Inland Empire Academic Libraries Cooperative (IEALC) provides our students with borrowing privileges with over 21 inland area libraries. Link+ (formerly CSULink) provides the capability for our users to search for books in the catalogs of more than ten libraries at a time and place an order for the item to be delivered here to our library. The G4 Consortium provides borrowing privileges to our

faculty for several resource rich Southern California Libraries. PHAROS, a venture of the CSU Libraries, will soon produce a uniform interface to library catalogs and library databases. The continued growth of these ventures provides our users with ever increasing access to library resources. The University Library provides on demand document delivery (inter-library loan) for materials not held at the Cal Poly Pomona library. This fast and free access is to any periodical article or book title from thousands of libraries worldwide. If you need a book or periodical article not held in the Cal Poly Library, our Document Delivery service can secure it from another CSU, UC, College, business or commercial supplier. Items available through Document Delivery include books, periodical articles, theses, reports and some microforms and older dissertations. Periodical articles are usually supplied in fax copy or in photocopy format. There is no charge to students, staff and faculty for articles or books obtained through Document Delivery. 74% of articles are received (the other 26% can take 2-3 weeks) within 2-3 working days; books take 7-10 working days if found in California or 2-3 weeks if found out of state or more than one library must be queried. The Library also has contracts for commercial access to tens of thousand of titles with electronic delivery in 48 hours or less.

The library has a substantial map collection including all USGS maps for the western states. The Library also has Population, Housing, and Economic Census materials in paper and electronic formats. The University Library also has collections on the history of the area and general city plans for all of Los Angeles County.

SUBJECT	**TITLES IN COLLECTION**
Gardening, Landscape Architecture	7,827
Architecture	16,228
Art	19,244
Design (Includes Graphic Design)	10,062
Planning	7,794
Environment	1,022
Construction	7,648
Other related areas*	8,720
TOTAL	**78,546**

* Estimated appropriate titles in: Psychology, Business, Science, History, and Engineering
Periodicals are somewhat difficult to gauge due to the interdisciplinary nature of Architecture. The library subscribes to most major periodicals in the field of Architecture. The Library currently subscribes to 90 print periodicals that directly support the College of Environmental Design, and provides access to hundreds of ENV related electronic subscriptions. The Library currently subscribes to 4,603 print serial titles (periodicals and standing order serial subscriptions, *Lotus International* and most *GA* titles are an example of a standing serial subscription, not counted as a periodical) and 4,148 electronic subscriptions. Additionally the library has access to over 15,000 periodical titles through full text databases, including extensive retro or historic databases, including Project MUES, JSTOR, and the L.A. Times and N.Y. Times Historic. The University Library also has 48-hour access at no cost to any periodical at UCLA and other area libraries as part of a document delivery consortium.

The library is a partial depository for State of California publications, and additional California titles are individually selected. A generous selection of documents published by the federal government is added to the book and periodical collections monthly; they are catalogued and integrated into the collection. We have an adequate in house legal collection and provide students with access to LEXIS/NEXIS. LEXIS offers legal, legislative, and regulatory information including full text of most American court cases. NEXIS and related services offer the world's most comprehensive, full text online news and business information resources as well as in-depth information on American corporations.

Technology:

The University Libraries Online Public Access Catalog (OPAC) is one of the most advanced systems in the West. It provides access to all books, periodicals, media, and government documents owned by the Cal Poly University Library. It also provides holding information on some materials in the Instruction Media Center and the ENV Resource Center.

OPAC provides access to the Wilson Index to Periodical Articles. This database combines eight periodical indexes from January 1989 to the present, including: Art Index, Applied Science and Technology Index, Biological and Agriculture Index, General Science Index, Humanities Index, Social Science Index, Readers Guide Abstracts and Wilson Business Abstracts. The eight indexes, many with abstracts and many with full text available, access the contents of over 2,000 periodicals most of which are available in the University Library or in a full text format. The database also provides location information linked to each article citation.

In addition the University Library provides access to almost 150 databases providing access to the worlds information resources, from in the library, on campus and from the patron's home or business. Databases of special interest and use to ENV students include but are not limited to:

Art Abstracts Full Text: A bibliographic database that indexes and abstracts articles from more 313 Design Related periodicals (over 100 of which provide full text articles) published throughout the world. Periodical coverage includes English-language periodicals, yearbooks, and museum bulletins, as well as periodicals published in French, Italian, German, Japanese, Spanish, Dutch, and Swedish. In addition to articles, Art Abstracts indexes reproductions of works of art that appear in indexed periodicals. Abstracting coverage begins with January 1994. Art abstracts primary coverage is art, but like Art Index Retrospective, it also covers architecture, landscape architecture, design, and the decorative arts.

Art Index Retrospective: Coverage is from 1929-1984 for 420 publications. Subject coverage includes art, architecture, building trades, and Landscaping.

Avery Index to Architectural Periodicals: A comprehensive architectural periodical index covering areas of architecture, interior design, landscape architecture, and urban planning. The Avery Index, via the web, covers from 1860 to the present.

Grove Dictionary of Art Online: The Library provides Web access to the Electronic Version of the Grove Dictionary of Art, the definitive source of Encyclopedia type information on Art, Architecture, and Design.

ArtSTOR. An image database providing access to over half a million museum quality images.

J-Stor and Project Muse. Providing access to historic runs of important journals in all fields.

L.A. Times and N.Y. Times. Full image access to the entire print run of these two important historic newspapers. Additional newspaper access to hundreds of US and International Papers is provided in other databases.

Sage Database. This full text Full image Database provides access to important Sage Publications.

Also, our OPAC provides gateway access to dozens of area libraries including the UC system's MELVYL online catalog and provides access to specialized subject databases, including:

ArticleFirst, ContentFirst, ERIC, GPO Monthly Catalog, MEDLINE, Book Review Digest, Basic BIOSIS (Biology), and INSPEC (Physics, electronics, and computers). It also includes First Search WorldCat, which provides information on the holdings of the world's libraries.

The OPAC is accessible on over 75 terminals in the University Library; the library also provides over 120 laptop connections through the building. The library also provides access to its OPAC, Databases and Electronic Resources, via the web from any computer on campus and from off campus with student PIN verification. These services will be greatly expanded with the library remodel and addition.

Table I.2.5A University Library Resources for Architecture/ENV 2008/09 to 2012/13

Types	Volumes or Linear	2008/09	2009/10	2010/11 Budget	2011/12 Budget	2012/13 Budget
Books LC-NA or Dewey	16,228*	**10,278**	**11,075**	12,200	13,774	13,774
Other Books	62,318	62,318	62,318	62,318	62,318	62,318
Periodical Subscriptions	532	532	532	532	532	532
Other Serial Subscriptions	798	798	798	798	798	798
E-Journals	9,473	9,473	9,473	9,473	9,473	9,473
Videos/DVDs	250					
CD-ROMs	70					
Periodicals full text	15,000					
TOTAL	**104,669**	**83,719**	**84,516**	**85,321**	**86,896**	**86,896**

Table I.2.5B College of ENV Resources

Types	Volumes or Linear
Books classed in LC-NA or Dewey 720's	3,130
Other Books	3,130
Periodical Subscriptions	10
Other Serial Subscriptions	
Microfilm Reels	
Microfiche	
Slides	114,758
Videos/DVDs	298
CD-ROMs	65
Photo-CDs	
Digital Image Files	26,965
Other Electronic Publications	
Drawings	1000
Photographs	2000
Other - Manuscripts	150 Linear Feet
TOTAL	160,433

Notes:

- The Library ENV Budget supports all areas of ENV (Art, Arch, Urban, Landscape, Environmental Design)
- Serials include reference materials and standing orders like conference proceedings.

Staff

The Library is administered by a director with the rank of Dean. The library staff includes 10 professional librarians, 10 part time librarians, 40 support staff, and as many as 50 student assistants at any given time. The annual budget for the library is 5.1 million. Librarians are in the same bargaining unit as faculty; salaries are the same for librarian and faculty.

Of special note is the availability of a full time librarian whose chief responsibility, in addition to service at the reference desk, is attending to the needs of students and faculty in the College of Environmental Design. He selects materials to be added to the collection, gives instructional bibliographic presentations at both the undergraduate and graduate levels, dialogues with faculty, and counsels individual students on an appointment basis. In addition he provides online searching of databases not in house, as well as training on databases available in the University Library.

Table I.2.5C Library Staffing

Types of Positions	2008/09	2009/10	2010/11	2011/12	2012/13
Librarians/VR Professionals (Degreed)	10 & 1 part time	10 & 1 part time	10 & 1 part time	10 & 1 part time	11 & 1 part time
Paraprofessionals	17	17	18	18	18
Clerks	10	10	10	10	10
Student Assistants	34	34	34	34	29
Volunteers	3	3	3	5	5
Archives Director	1	1	1	1	1
TOTAL	75.5	75.5	76.5	76.5	76.5

Services

The University Library has an efficient Document Delivery facility for providing materials not available in the Cal Poly Pomona library. This service is fast and free. The University Library is part of a shared resource consortium that provides 48-hour or less article delivery and 3-day book delivery if the publication is at a member library. Libraries include: Occidental, Claremont Colleges, Cal Tech, and UCLA.

I.2.5b Environmental Design Resource Center

In Spring 2013 the collections housed in the Environmental Design Resource Center previously located on the ground floor of Building 7 were relocated to the University Library. The library contains 7,305 books, 3,393 technical reports, and 10 yearly periodical subscriptions, as well as 3,639 past theses and senior projects. With this relocation the University Library staff will catalog the holdings into the University Library's existing collection making a catalog of the holdings of Environmental Design Resource Center available digitally for the first time. The holdings will be located in a more secure library setting instead of the ENV Library that lacked a working security system. Within the Library, the collections directly supporting the College of ENV will be housed in a delineated area on the 3rd floor with adjacent study spaces.

While the University Library location may be less convenient for faculty and students in Building 7, it will be more accessible for upper division students who spend most of their time at the IDC and for first year students who spend most of their time in building 1.

I.2.5c Visual Resources

The ENV Visual Resources Library is an internal support unit within the College of Environmental Design. The collection contains materials that support the Departments within the College including Architecture. Unfortunately, when the Visual Resources Library's curator retired several years ago, the position was never filled and the Library closed. However, there is availability of digital images online and through the University Library's in-house digital resources that are available to Faculty and students. The main library subscribes to ARTstor which contains over 300,000 images in architecture, painting, sculpture, photography, decorative arts and design. The second source is a CSU system wide database of images known as World Images that provides access to the California State University IMAGE Project. It contains over 50,000 images, is global in coverage and includes all areas of visual imagery. It can be accessed at http://worldart.sjsu.edu/

Despite the temporary closure of the ENV Visual Resources Library its holdings remain intact in its original location on the second floor of the main ENV building. It contains 114,758 slides, 256 videos, 42 DVDs and 43 CD-Rom covering the areas of architecture, art, landscape architecture, and urban planning. There are 3 Mac workstations and 2 scanners available for faculty use once the facility reopens. The analog image collection consists of 114,758 35mm slides. The

history of architecture from prehistoric to contemporary is covered by 71,100 of these images. The remaining images are devoted to landscape architecture, urban planning and fine arts. In addition, there are several archival collections of slides. These include the slides of Richard J. Neutra, Raphael Soriano, Craig Ellwood, Jim Burns, John Lyle. Plans have been discussed to relocate these archival collections to the ENV Archives-Special Collections.

Currently 27,000 slides have been scanned and are stored in the ENV Resource's database. The images are catalogued using the Visual Resources Association Core categories as a guideline for fields. The Getty's Art & Architecture Thesaurus is used as a basis for assigning keyword terms and their Union List of Artist's Names is used as an Authority. The Library of Congress Online Authorities is also used. The images are catalogued into the fully relational database EmbARK. The images are accessible on 3 Mac workstations with Extensis Portfolio database, enabling the faculty to search for images, develop a portfolio and download the images for use in lectures. The images are available as jpg's and archived as tiff's.

The following is a list of architectural courses which have had the images digitized:

Ancient & Medieval Architecture	Arc 361
Renaissance & Baroque	Arc 362
Modern Architecture since 1750	Arc 363
American Architecture	Arc 464
Architecture & Historic Preservation	Arc 460
Contemporary Architecture	Arc 465
California Architecture	Arc 467
Latin American Architecture	Arc 468
Topics in S. Calif. Architecture	Arc 469
Indigenous Architecture	Arc 499

I.2.5d The ENV Archives-Special Collections

The Archives-Special Collections, located in Building 2, contains the collections of internationally-recognized professionals from the environmental design disciplines. The principal collections are from the architectural offices of Richard J. Neutra, Raphael Soriano, Craig Ellwood, Donald Wexler and the landscape architect Francis Dean. Selections from the collection are incorporated in the Architecture Department curriculum, e.g., Third Year Studio case studies. Additionally, the Archives attracts outside scholars conducting research and property owners and their architects seeking to rehabilitate a property.

The ENV Archives -Special Collections are also part of the College's development effort, as part of our College's connection with the legacy of southern California Modernism, and as a vital center for the study of southern California Modernism. Several books have been published using the Archives' collections, focusing on the works of Neutra, Soriano and Ellwood. Funding is being sought so that finding aids for each collection can be prepared and placed within the Online Archive of California. This will provide online access to the holdings of the Archives.

The collections have been the focus of two exhibits: "Steel and Shade: The Architecture of Donald Wexler," held at the Palm Springs Art Museum, 2011, with an accompanying catalog of the same title co-authored by Lauren Weiss Bricker and Sidney Williams; and "Technology and Environment: The Postwar Southern California House," held at the Kellogg Gallery, Cal Poly Pomona, 2013. The latter was funded by the Getty Foundation as part of its Pacific Standard Time Presents: Modern Architecture L.A. The exhibit was co-curated by Professors Bricker and Sheine, in association with Professor La Roche and Landscape Architecture Professor Pregill. In both exhibitions Cal Poly Pomona students played a major role in the construction of models, creating display panels, and conducting research, often accomplished through classes.

PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports

I.3.1a Program student characteristics

The Department of Architecture study body is diverse, in resonance with the demographic composition of the region. The current enrollment of 490 students (Undergraduate and Graduate programs) is 53% male and 47% female. This has been consistent within a percentage point since the previous accreditation. Asian, Hispanic and White are each about 1/3 of 90% of the student body. While there have been subtle changes since the previous accreditation, generally the student body remains largely unchanged.

The Graduate program is less diverse than the undergraduate program however the majority of students are female, currently 55%, which has been consistent since the previous accreditation visit. Typically the gender enjoys a 56% position, but this is down from a high of 62% five years ago. The Graduate program is largely white, followed by a category for undeclared/unknown ethnic affiliation.

Table I.3.1A Total Enrollment Architecture 2007-2013

ENROLLMENT	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Undergrad	436	416	434	444	424	436
Masters	68	66	67	65	52	54

Table I.3.1B Fall 2013 FTF Acceptance Demographics

2012-13	Total	Out-of-state	Asian	Black	Hispanic	unknown	White	Total
Admits	204	29	100	4	100	20	46	270
Matriculated	81	8	32	0	30	3	16	81

Table I.3.1C Demographics (race/ethnicity & gender) of Architecture students 2012-13

PROGRAM		MALE	FEMALE	TOTAL
BArch	**Total**	**237**	**204**	**441**
	Asian Only	47	64	**111**
	Native Hawaiian or Pac. Islander Only		2	**2**
	Black/African American Only	3	1	**4**
	Hispanic/Latino	82	56	**138**
	White Only	69	57	**126**
	Two or More Races	14	8	**22**
	Non-Resident Alien	7	10	**17**
	Unknown	15	6	**21**
MArch	**Total**	**22**	**27**	**49**
	Asian Only	4	5	**9**
	Hispanic/Latino	6	2	**8**
	White Only	8	14	**22**
	Two or More Races		1	**1**
	Non-Resident Alien	2	1	**3**
	Unknown	2	4	**6**
TOTAL		**259**	**231**	**490**

Table I.3.1D Architecture Student Demographics by Percentage from 2007-08 to 2012-13

B.Arch. PROGRAM Demographic Summary Ethnic Breakdown, largest groups, % by Year						
	2007-08	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**
Asian	33%	32.5%	31%	31%	28%	26%
Hispanic	30%	27%	28%	31%	32%	31%
White	28%	28%	29%	26%	29%	29%
Other / unknown	9%	12.5%	12%	12%	11%	14%
Male to Female	57% / 43%	55% | 45%	58% | 42%	58% | 42%	55% | 45%	54% | 46%

M.Arch. PROGRAM Demographic Summary Ethnic Breakdown, largest groups, % by Year						
	2007-08	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**
Asian	29%	29%	23%	16%	18%	18%
Hispanic	8%	8%	6%	9%	18%	16%
White	36%	36%	33%	39%	47%	45%
Unknown	27%	25%	32%	30%	8%	6%
Other	0%	2%	6%	6%	9%	15%
Female to Male	39% / 61%	38% / 62%	44% / 56%	43% / 57%	45% | 55%	45% | 55%

Table I.3.1E Demographics compared to those of the student population for the institution overall

	2012-13	**ARC MALE**	**ARC FEMALE**	**ARC ALL**	**University**
Undergrad					
	Asian Only	47	64	111	5,142
	Native Hawaiian or Pac. Islander Only	0	2	2	80
	Native America or Alaskan, Non-Hispanic	0	0	0	50
	Black/African American Only	3	1	4	649
	Hispanic/Latino	82	56	138	7,252
	White Only	69	57	126	4,690
	Two or More Races	14	8	22	778
	Non-Resident Alien	7	10	17	871
	Unknown	15	6	21	1,030
	Undergrad Architecture	**237**	**204**	**441**	
	Undergrad Institution	**11,722**	**8,820**		**20,542**
Graduate					
	Asian Only	4	5	9	5,142
	Native Hawaiian or Pac. Islander Only	0	0	0	80
	Native America or Alaskan, Non-Hispanic	0	0	0	50
	Black/African American Only	0	0	0	649
	Hispanic/Latino	6	2	8	7,252
	White Only	8	14	22	4,690
	Two or More Races	0	1	1	778
	Non-Resident Alien	2	1	3	871
	Unknown	2	4	6	1,030
	Graduate Architecture	**22**	**27**	**49**	
	Graduate Institution	**741**	**873**		**1,614**

Table I.3.1F Qualifications of students admitted in fall 2012

Percent submitting SAT scores	95%	2951	
Percent submitting ACT scores	27%	834	
	25th Percentile	75th Percentile	
SAT Critical Reading	450	570	
SAT Math	490	620	
ACT Composite	20	26	
ACT Math	21	27	
ACT English	19	25	
	SAT Critical Reading	**SAT Math**	
700-800	1.83%	6.81%	
600-699	16.13%	29.59%	
500-599	41.18%	37.58%	
400-499	33.95%	21.92%	
300-399	6.47%	3.93%	
200-299	0.44%	0.17%	
	ACT Composite	**ACT English**	**ACT Math**
30-36	6.95%	6.95%	13.89%
24-29	38.85%	34.25%	47.66%
18-23	44.97%	42.87%	31.14%
12-17	8.99%	13.77%	7.31%
6-11	0.24%	2.16%	0.00%
Below 6	0.00%	0.00%	0.00%
Percentage of all enrolled degree-seeking first time freshman students, HS GPA			
GPA 3.75 and higher			20.17%
GPA between 3.50 and 3.74			24.92%
GPA between 3.25 and 3.49			22.86%
GPA between 3.00 and 3.24			17.28%
GPA between 2.50 and 2.99			13.87%
GPA between 2.00 and 2.49			00.90%
Average GPA of all enrolled degree-seeking first time freshman students			3.41

Table I.3.1G Qualifications of students admitted in fall 2007

Percent submitting SAT scores	97%	3497	
Percent submitting ACT scores	19%	676	
	25th Percentile	75th Percentile	
SAT Critical Reading	430	540	
SAT Math	460	590	
ACT Composite	18	23	
ACT Math	18	25	
ACT English	18	23	
	SAT Critical Reading	**SAT Math**	
700-800	1%	4%	
600-699	10%	21%	
500-599	35%	40%	
400-499	42%	29%	
300-399	11%	6%	
200-299	1%	0%	
	ACT Composite	**ACT English**	**ACT Math**
30-36	2%	3%	5%
24-29	25%	20%	34%
18-23	53%	50%	42%
12-17	19%	24%	19%
6-11	0%	4%	0%
Below 6	0%	0%	0%
Percentage of all enrolled degree-seeking first time freshman students, HS GPA			
GPA 3.75 and higher			11.83%
GPA between 3.50 and 3.74			14.76%
GPA between 3.25 and 3.49			20.78%
GPA between 3.00 and 3.24			24.04%
GPA between 2.50 and 2.99			26.70%
GPA between 2.00 and 2.49			1.86%
Average GPA of all enrolled degree-seeking first time freshman students			3.24

Qualifications of B. Arch. students admitted in fall 2012

Total number of Matriculated FTF	89
Average SAT Composite Score	1048
Average SAT Math	548
Average SAT Critical Reading	500
Average ACT Composite	8.12
Average GPA	3.75
Average GPA of Transfer Students	3.5

Qualifications of B. Arch. students admitted in fall 2007

Total number of Matriculated FTF	96
Average SAT Composite Score	1050
Average SAT Math	555
Average SAT Critical Reading	495
Average ACT Composite	6.04
Average GPA	3.56

Time to graduation

The graduation and persistence rates for Architecture are about 5% above the institution.

- Graduation rate for BArch 33% in 2008 report (institution 49%)
- Graduation rate for BArch 69% in 2009 report (institution 52%)
- Graduation rate for BArch 68% in 2010 report (institution 52%)
- Graduation rate for BArch 59% in 2011 report (institution 56%)
- Graduation rate for BArch 60% in 2012 report (institution 51%)

- 2011 B.Arch. Graduate in 5 years –72%
- 2012 B.Arch. Graduate in 5 years – 67%
- 2011 M.Arch. Graduate in 3 years – 63%
- 2012 M.Arch. Graduate in 3 years – 53%

Table I.3.1H Architecture B. Arch Cumulative Graduation (Grad) and Persistence (Pers)

		Within 1		Within 2		Within 3		Within 4		Within 5		Within 6		Within 7	
	#	Gra	Pers	Gra	Pers	Gra	Pers	Gra	Pers	Gra	Pers	Gra	Pers	Gra	Pers
2005	80	0%	85%	0%	81%	0%	70%	6%	75%	34%	19%	64%	3%	66%	3%
2006	78	0%	97%	0%	90%	1%	77%	9%	77%	41%	17%	58%	5%		
2007	85	0%	92%	0%	88%	0%	81%	4%	82%	35%	15%				
2008	88	0%	98%	0%	93%	0%	80%	3%	80%						
2009	77	0%	91%	0%	81%	0%	77%								
2010	80	0%	93%	0%	90%										
2011	78	0%	95%												

Table I.3.1I Total University Cumulative Graduation and Persistence

		Within 1		Within 2		Within 3		Within 4		Within 5		Within 6		Within 7	
	#	Gra	Pers	Gra	Pers	Gra	Pers	Gra	Pers	Gra	Pers	Gra	Pers	Gra	Pers
2005	80	325	0%	77%	0%	70%	1%	65%	12%	50%	34%	25%	50%	10%	55%
2006	78	333	0%	79%	0%	71%	0%	67%	10%	53%	34%	27%	50%	11%	
2007	85	360	0%	79%	0%	71%	0%	67%	10%	56%	34%	29%			
2008	88	264	0%	84%	0%	77%	0%	72%	12%	59%					
2009	77	291	0%	87%	0%	81%	0%	77%							
2010	80	201	0%	90%	0%	84%									
2011	78	324	0%	88%											

I.3.1b Program faculty characteristics

Table I.3.1J Demographics (race/ethnicity & gender) for all full-time instructional faculty

2012-13	ARC | ENV | CSPUP	ARC | ENV | CSPUP	ARC | ENV | CSPUP
	Male	Female	TOTAL
Asian Only	2 | 5 | 70	1 | 8 | 128	**3 | 13 | 198**
Native Hawaiian or Pac. Islander	0 | 0 | 3		**0 | 0 | 3**
Black/African American Only	0 | 0 | 15	0 | 0 | 21	**0 | 0 | 36**
Hispanic/Latino	3 | 6 | 63	3 | 7 | 39	**6 | 13 | 102**
White Only	8 | 28 | 378	4 | 0 | 261	**12 | 48 | 639**
Two or More Races	0 | 0 | 1	0 | 1 | 6	**12 | 48 | 639**
Non-Resident Alien	0 | 0 | 11	0 | 1 | 15	**0 | 1 | 26**
Unknown	4 | 4 | 44	1 | 2 | 18	**5 | 6 | 62**
Total	**17 | 47 | 652**	**9 | 36 | 425**	**26 | 83 | 1077**

Table I.3.1K Demographics compared to those recorded at the time of the previous visit

2012-13	ARC | ENV | CSPUP	ARC | ENV | CSPUP	ARC | ENV | CSPUP
	Male	Female	TOTAL
Asian Only	2 | 8 | 126	3 | 4 | 35	**6 | 12 | 161**
Native Hawaiian or Pac. Islander	0 | 0 | 2		**0 | 0 | 2**
Black/African American Only	0 | 1 | 19	0 | 0 | 15	**0 | 1 | 34**
Hispanic/Latino	3 | 4 | 35	3 | 7 | 56	**6 | 11 | 91**
White Only	11 | 38 | 382	3 | 26 | 246	**14 | 64 | 628**
Two or More Races			
Non-Resident Alien		0 | 0 | 2	**0 | 0 | 2**
Unknown	1 | 4 | 25	3 | 4 | 38	**4 | 8 | 63**
Total	0 | 0 | 2	0 | 0 | 1	**0 | 0 | 3**

Table I.3.1L Number of faculty promoted each year since the last visit

Department	2008/09	2009/10	2010/11	2011/12	2012/13
PROMOTIONS	L. Hoyos	P. La Roche A. Schmitzberger A. Ortenberg	S. Lorenzen M. Fox		I. Ramirez J. Lin
TENURES	L. Hoyos	A. Schmitzberger A. Ortenberg	S. Lorenzen M. Fox		J. Lin

Table I.3.1M Number of faculty promoted each year across the institution since the last visit

Institution	2008/09	2009/10	2010/11	2011/12	2012/13
PROMOTIONS	31	31	45	32	39
TENURES	22	15	26	27	25

Table I.3.1N Number of faculty maintaining licenses from U.S. jurisdictions

FACULTY	POSITION	PRINCIPAL LICENSE	LICENSED YEARS	OTHER
William Adams, FAIA	Professor Emeritus	California	1975-2015	
Orhan Ayyuce, RA	Part-Time	California	2005-2013	
Kip Dickson, RA	Professor	California	1996-2015	
Ana Escalante-Lenz, AIA	Part-Time	California	1997-2015	
Graham Ferrier, RA	Part-Time	California	2010-2015	
Luis Hoyos, RA	Associate Professor	California	1991-2013	Mexico
Christoph Kapeller, AIA	Part-Time	California	2003-2015	Austria
Juintow Lin, RA	Associate Professor	California	2011-2015	
Sarah Lorenzen, RA	Associate Professor	California	2008-2015	Georgia (inactive)
Dennis McFadden, FAIA	Part-Time	California	1980-2013	
Gary McGavin, AIA	Professor	California	1981-2013	
Barry Milofsky, AIA	Part-Time	California	1987-2015	Massachusetts (inactive)
Alexander Ortenberg, AIA	Associate Professor	California	1993-2015	
Marta Perlas, AIA	Part-Time	California	1995-2015	
George Proctor, RA	Professor	California	1998-2015	
Judith Sheine, RA	Professor	California	1991-2013	New York (inactive)
Allyne Winderman, FAIA	Part-Time	California	1987-2015	
Hofu Wu, FAIA	Professor	California	1992-2015	Illinois, Michigan, Arizona

I.3.2. Annual Reports:

- Annual reports 2008 to present. (all reports were submitted electronically, NAAB will provide these to the visiting team, no need to include them in the report.)
- 2008 VTR, 2010 Focused Evaluation, and 2010 Focused Evaluation Team Report are included in the appendix to this document.

The APR must include, in addition to the materials described above: A statement, signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

The statistical reports were certified by:

Lisa M. Rotunni, Executive Director
Institutional Research & Academic Resources
Academic Affairs Division, Cal Poly Pomona

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Office of Institutional Research & Academic Resources
Academic Affairs

September 4, 2013

Andrea S. Rutledge, CAE Executive Director
National Architectural Accrediting Board, Inc.
1101 Connecticut Ave, NW
Washington, DC 20036

Dear Ms. Rutledge:

The data Institutional Research and Academic Resources has supplied and that the Architecture program has used in their accreditation report is accurate and consistent with reports sent to other national and regional agencies.

Sincerely,

Lisa M. Rotunni

Lisa M. Rotunni, Executive Director
Institutional Research & Academic Resources
Academic Affairs Division
Cal Poly Pomona
Voice: 909-869-2474

Sarah Lorenzen, R.A.
Associate Professor & Chair,
Architecture Department
Cal Poly Pomona
Voice: 909- 869-2706

3801 West Temple Avenue, Bldg. 13D, Pomona, CA 91768 Telephone (909) 869-3405 Fax (909) 869-3007

I.3.3 Faculty Credentials

Full-time Faculty

Lauren Bricker, Ph.D.
Professor of Architecture

Lauren Weiss Bricker, Ph.D. is professor of architecture at California State Polytechnic University, Pomona and director of the College of Environmental Design Archives-Special Collections. She holds a masters and Ph.D. in the history of art and architecture from the University of California, Santa Barbara. She has been teaching lecture courses, seminars in architectural history and historic preservation and co-instructing studios at Cal Poly Pomona since 1996. She is the co-coordinator of the historic preservation concentration within the M.Arch Program. She is the in-coming Chair of the National Council for Historic Preservation, having been vice-Chair for membership over the last three years.

Dr. Bricker is past Chair of the State Historical Resources Commission in California, and co-founder of the Commission's Committee on the Cultural Resources of the Modern Age. She is the author of The Mediterranean House in America (Abrams, 2008), and co-author of the catalog Steel and Shade: The Architecture of Donald Wexler – which accompanied an exhibition of the same title (Palm Springs Museum of Art, 2011). She is co-curator of "Technology and Environment: The Southern California Postwar House" one in a series of exhibitions of the Getty's Pacific Standard Time Presents: Modern Architecture L.A. She is completing a manuscript for Designing the Modern House (W.W. Norton, 2014.)

Kip Dickson, RA
Professor of Architecture

Kip Dickson has a first professional five-year Bachelor of Architecture from Cal Poly and a master's degree from Harvard University. He has 28 years of teaching experience in all levels of design studio and lecture classes at Cal Poly Pomona. He has had administrative experience serving as the co-Chair of the Department for two years as well as being the Graduate Coordinator for the past ten years.

Professor Dickson is a registered architect in the State of California and has nearly 35 years of professional experience in practice. He has served as an ARE Commissioner for the California Architects Board and is an NCARB IDP Coordinator. His practice has ranged from leadership in national firms as large as 1200 persons and local firms of 150. Currently he maintains an individual practice doing custom residential work as well as collaborating with his partners in the operation of a Development/ Design/ Build practice that produces large scale mixed use and TOD developments. His professional experience with the design and construction of larger institutional and commercial projects as well as office and project management experience provides a broad background in design, predesign, programming, construction documents, legal aspects, costs and professional practice.

Michael Fox, LEED AP
Associate Professor of Architecture

Michael Fox has a professional Bachelor of Architecture (B.Arch.) from the University of Oregon and a post-professional Master of Science in Architectural Studies (S.March.S) from MIT. He has 8 years of teaching experience in all levels of design studio and lecture classes at Cal Poly Pomona. He has been a member of the International Studies Advisory Board and a past member and Chair of the Department of Architecture External Communications Committee.

Associate Professor Fox teaches design and lecture courses on construction methods and materials. His research is in interactive architecture, specifically in biomimetic strategies for

design and space architecture. Associate Professor Fox's work has been featured in international periodicals and books, and has been exhibited worldwide. He is the author of Interactive Architecture (Princeton Architectural Press, 2009). He is LEED accredited and is a principal in FoxLin Inc., a multidisciplinary design firm; their projects have an emphasis in interactivity and sustainability. He is the design principal in charge of numerous international projects in China, Israel and Nigeria. His experience with design-build projects and his construction license provides a background for the required construction courses he teaches. His research in biomimetic strategies for design and space architecture forms the basis for his Topic studios and electives.

Luis G. Hoyos, RA
Associate Professor of Architecture

Luis G. Hoyos earned his Bachelor of Architecture degree from the Universidad Autonoma de Guadalajara and his Master of Architecture in Urban Design from Harvard University's Graduate School of Design. He serves as a member of the Board of Trustees of the National Trust for Historic Preservation and as a member of the Landmarks Committee of the National Park System Advisory Board. He is national co-Chair for NPS of the just-released American Latino Heritage Theme Study. He was a member and Chair of the California State Historical Resources Commission and a member of the Board of Directors and Chair of Preservation Advocacy at the Los Angeles Conservancy. As an architect he has received awards for the design of several historic building rehabilitations, including El Pueblo de Los Angeles, the Point Fermin Lighthouse, the Palmer Hotel and the Cabrillo Beach Bathhouse.

Associate Professor Hoyos is a licensed architect and has over thirty years of professional experience in urban design and historic preservation. He teaches a required course in Critical Thinking for Architects, a required multi-family housing design studio, a required urban design studio and lecture course, an elective historic preservation studio and lecture course, an elective seminar in historic preservation and the research and programming portions of the senior project sequence. His professional training and experience in urban design and historic preservation allow him to bring to the studio current and relevant cases for design work in the aforementioned fields.

Pablo La Roche, Ph.D.
Professor of Architecture

Dr. Pablo La Roche has a professional Bachelor of Architecture degree, a Masters of Computation and Architecture from Universidad del Zulia, Venezuela, and a doctorate from the University of California Los Angeles. He has 20 years of teaching experience in all levels of design studio and lecture classes at the Universidad del Zulia, UCLA, University of Southern California, and Cal Poly Pomona, with a special emphasis in design and sustainability.

Professor La Roche is a registered architect in Venezuela and was registered in Spain for the design of a carbon neutral home in Tenerife. He has more than 25 years of professional experience, and is currently Director of Sustainable Design at HMC architects. His research interests include passive cooling systems, and low energy, carbon neutral architecture, having published more than 120 papers in conferences and journals worldwide in these topics and recently authored Carbon Neutral Architectural Design (CRC Press-Taylor Francis, 2011). He has led or been part of many funded research projects including two recent California Energy Commission grants with the UCLA Energy Design Tools group and Cal Poly San Luis Obispo and Superb. His professional and research experience in many types of projects provides a background in design, low energy architecture, sustainability and environmental control systems.

Denise Lawrence, Ph.D.
Professor of Architecture (Anthropologist)

Dr. Denise Lawrence is a sociocultural anthropologist specializing in the study of humans and their relations with the built environment. She received her undergraduate degree in anthropology at the University of Southern California where she undertook an ethnographic study of the local architecture fraternity. She completed her Ph.D. at the University of California, Riverside with a field study of cooperative relations in a small rural town in southern Portugal where she also initiated a long-term study of vernacular architecture.

Professor Lawrence teaches behavioral factors, housing and critical thinking in the architecture program. Affiliated with the Lyle Center for Regenerative Studies since its inception in 1986, she now teaches there and serves as its graduate coordinator. Her research interests in sustainability and human behavior are integrated into her teaching of behavioral factors for architects. Professor Lawrence publishes on the intersection of architecture and anthropology, co-editing *House Life: Space, Place and Family in Europe* (1999) and *The Anthropology of Space and Place* (2003), and writing on changes in Portuguese vernacular architecture, anthropological research on the built environment, and urban design. Her current research focuses on homeowners' historic preservation practices and the impact of their civic advocacy in five Southern California cities.

Juintow Lin, RA
Associate Professor of Architecture

Juintow Lin has a Bachelor's Degree (B.S.A.D) in Architectural Design from Massachusetts Institute of Technology (MIT) and a professional Master of Architecture degree also from MIT. She has 7 years of teaching experience in all levels of design studio as well as lecture and seminar classes at Cal Poly Pomona. Her research has focused on sustainable tools in for energy and environmental analysis. This research began while she was a research fellow at MIT, where she co-authored and edited a book on Sustainable Urban Housing in China.

Associate Professor Lin is a registered architect in the state of California and has nearly 13 years of professional experience in practice. Her practice has ranged from designer to project manager in national and international firms such as Pei Cobb Freed and Partners and Foster and Partners, as well as a local design build firm, Marmol Radziner and Associates. Currently she maintains a practice along with Associate Professor Fox doing a wide range of work from residential to commercial, both local and international projects. Her professional experience offers the necessary skills to teach predesign, design, programming, and sustainability courses.

Sarah Lorenzen, RA
Associate Professor of Architecture, Chair

Sarah Lorenzen grew up in Mexico City and moved to the United States to attend Smith College. She continued her studies at the Atlanta College of Art where she received a Bachelor of Fine Arts in Drawing (BFA.) She has a Master of Architecture degree (M.Arch. I) from Georgia Institute of Technology and a second Master of Architecture degree in Metropolitan Research and Design (M.Arch. II) from the Southern California Institute of Architecture (Sci-Arc.) In 2011–12, she spent a sabbatical year at TU Delft researching how new mapping technologies are changing how we understand and intervene in the built environment. She has 8 years of teaching experience in first-year and upper division design studio, programming lectures, and multimedia seminar classes at Cal Poly Pomona. She also taught first year design for one year at Georgia Tech. Ms. Lorenzen was elected Chair of the Department of Architecture in January 2013.

Associate Professor Lorenzen is a registered architect in California. She co-founded a small multidisciplinary design practice in 2004, and has been resident director of the Neutra VDL Research House since 2007. Her practice emphasizes the use of creative communication devices: films, animations, and interactive apps to engage the public on issues related to the built environment. Prior to entering academia she worked as a project architect at MBT Architecture, and was a designer at Lord, Aeck and Sargent and Stanley, Beaman and Sears. Her professional experience with the design of large institutional and commercial projects as well as her experience in multimedia provides a background in architecture and urban design, architectural programming, representation and multimedia courses.

Gary McGavin, AIA
Professor of Architecture

Gary McGavin is educated in Geology (B.Sc., UC Riverside, 1973) and has a Master of Architecture (Cal-Poly Pomona, 1978). He has over 30 years of experience in the design of public and institutional facilities including educational, transportation, healthcare, pipeline, nuclear and military facilities. He has specialized in seismic safety Issues and state level client advocacy. He has served for fifteen years on the California State Seismic Safety Commission. He teaches architectural structures, materials/construction and systems integration at Cal Poly Pomona. He has been a licensed architect in California since 1981. He is a member of the Earthquake Engineering Research Institute (EERI), the American Institute of Architects (AIA), AIAIC (current President), and the CA Architects Board Regulatory Enforcement Committee.

Professor McGavin worked for Wyle Laboratories as an Earthquake Engineer; 1973-79, Ruhnau McGavin Ruhnau Associates 1979 – 1990; HMC Architects 1990 – 1995; and since 1995 he has operated his own firm, Gary L. McGavin, AIA in Redlands, CA. He is the author of numerous works including Earthquake Protection of Essential Building Equipment, John Wiley and Sons, Inc. 1980, is a co-author of Earthquake Protection of Building Equipment and Systems – Bridging the Implementation Gap, ASCE Press 2012, was a co-author for the Architectural Graphic Standards, 7th, 8th, and 9th editions and co-authored FEMA-454 Designing for Earthquakes-A Manual for Architects, 2006. Outside of architectural practice and teaching, he has driven racing cars for 49 years and is an avid outdoorsman as it relates to geology.

Alexander Ortenberg, Ph.D., AIA
Associate Professor of Architecture

Dr. Alexander Ortenberg received his Master of Architecture degree from the Moscow Architectural Institute and his doctorate from UCLA. He is a registered architect in the state of California. Associate Professor Ortenberg has taught at Cal Poly Pomona for 9 years. He teaches design studios at all levels, professional electives introducing the theory and practice of architectural representation (including free-hand drawing), and required lecture classes in architectural history and theory, and programming.

Associate Professor Ortenberg's research interests are related to the history of architectural practice, architectural representation, and the history of exposition architecture. He presented papers related to these topics and chaired a number of discussion panels at several international conferences. His article, "Joy in the Act of Drawing …," was published in the Journal of the Society of Architectural Historians. This research informs Professor Ortenberg's seminars and studios, contributing to students' deeper understanding of the essence of representational vs non-representational design techniques. A manuscript of a book that was co-edited by Dr. Ortenberg (tentative title, "Architecture of Great Expositions 1937-1958: Reckoning with Global War") is currently under review at Ashgate.

George Proctor, RA
Professor of Architecture

George Proctor's professional experience spans from furniture and small buildings, to institutional buildings and urban design projects. He is a licensed architect in California and built his own house in 2004. Professor Proctor came to architecture via construction, having worked on many buildings before starting architecture school in his mid-twenties. While a student at Cal Poly Pomona, he simultaneously completed degrees in both Urban Planning and Architecture, earning the Henry Adams Medal and Dean's Award. The personal computer emerged while he was an undergraduate student and he became an early adopter of CAD and computer graphics, skills that were further enhanced while completing the Master of Architecture in Urban Design at Harvard's Graduate School of Design.

Proctor taught two years at the Boston Architectural Center while working in Boston at Wallace-Floyd Assoc., on the Logan ARFF, the North Station T, and CAT. Through much of the 1990s he worked for GKK Irvine on school and hospital projects, while also returning to teach at Cal Poly Pomona in 1993. Professor Proctor has overseen the Architecture Department's digital curriculum, establishing a series of upper division courses in digital modeling, animation and interactive media. His architecture and urban design studios utilize digital design methods appropriated from entertainment design. Proctor chaired the 2002 ACADIA Conference, and was on the founding editorial board of the International Journal of Architectural Computing. Professor Proctor has contributed as designer and architect to many award winning projects, maintains his own practice, and has served on his local Planning, Design Review and Blue Ribbon Commissions.

Irma Ramirez
Professor of Architecture

Irma Ramirez holds a Bachelor of Science in Architecture from UC Berkeley, and both a Master of Architecture and a Master of Urban Planning from UCLA. She has 16 years of teaching experience in housing and urban design. Her teaching methodologies involve community-based design, and design-build projects with non-profit organizations. She has been co-awarded the National Council of Architectural Registration Boards Grand Prize for "Low cost sustainable housing in Tijuana Mexico", the National Lynton Citation Award for Distinguished Scholarship from the New England Resource Center for Higher Education, the Cal Poly Pomona Award for Excellence in Service-Learning, and awards from the American Planning Association. She has published work in the areas of housing and urbanism.

Ramirez has worked in the areas of housing and urban design for Moule and Polyzoides Architects in Pasadena and in affordable housing with Herman Stoller Coliver Architects in San Francisco. She has international experience working in the office of Zaha Hadid Architects, and leads design-build projects in Mexico as well consulting work in China. She is the director and founder of the Cal Poly Pomona China Program and has been a visiting scholar at North China University of Technology, Beijing. Her professional, educational and research experience in architecture and urban design provides a background in housing, design, urbanism, and community outreach courses.

Axel Schmitzberger
Associate Professor of Architecture

Axel Schmitzberger received his architectural master degree from the Technical University Vienna, Austria. He has worked at various award-winning architectural design offices on internationally recognized projects. Prior to his engagement at Cal Poly Pomona he taught at Techno-Z Fachhochschule Salzburg, Otis College of Design and Art Center College of Design,

which add up to over 10 years of teaching experience. He is a member of the Academic Senate, Scholarship Committees of the Department of Architecture and has Chaired External Communication in the past.

Associate Professor Schmitzberger teaches graduate and undergraduate design studios, Interdisciplinary studios with the Department of Engineering, and a digital tools elective. Since 2004 he has hosted over 100 local and international guest lecturers in the quarterly Department lecture series. He has been an invited guest critic at U-Penn, Pratt Institute, UCLA, Sci-Arc, USC, Woodbury University, Art Center College of Design Pasadena, Otis School of Design, and at Pasadena City College. He has taught and lectured internationally and his work has been featured in various exhibitions, periodicals and books. In addition to his academic pursuits he is currently partner in the design build practice domaen, inc., exploring contemporary built architecture at all scales. In 2009 his firm hostcell transformed into the graphic design enterprise "starfish-prime' as a collaboration in contemporary graphic design with partner Ice Lee.

Marc Schulitz
Assistant Professor (Tenure-Track)

Marc Schulitz received his professional Degree in Architecture from the ETH Zurich in Switzerland in 1999 and has since worked as an architect in Europe. He has 3 years studio and lecture teaching experience at the Technical University of Brunswick and has continuously served as a design critic at universities in Germany and Austria.

Assistant Professor Schulitz is a licensed architect in Germany and partner at the award winning firm of Schulitz + Partner Architects. He was in charge of numerous international sports arena projects, including the 2006 FIFA World Cup Arena in Hanover and the Lentpark ice and swim stadium in Cologne, Germany. His work has been featured in international periodicals and books. Assistant Professor Schulitz's firm focuses on delivering designs that are environmentally sustainable in terms of architecture, the integration of building services, and engineering. His Lentpark design was the first ice sports facility to be part of the European Union's Green Building Program. Assistant Professor Schulitz´s precise knowledge of structural principles has enabled him to move beyond the role of designer and push into the realm of engineering, thus leading him to work closely with internationally renowned engineering firms. At Cal Pol Pomona he will be teaching structures classes and design studios, work that he is well prepared for given his professional experience.

Judith Sheine, RA
Professor Emeritus (Retired from CSPUP in December 2012)

Professor Emeritus Judith Sheine has a professional M.Arch. from Princeton University and was registered as an architect in New York in 1985 and in California in 1991. She has maintained her own small practice over these years and has won several design awards, including a Record Houses award in 1995 and several competition prizes. She has taught in architecture schools for 31 years, including 23 years at Cal Poly Pomona. Professor Emeritus Sheine taught design studios at all levels of the undergraduate and graduate curricula. She also taught courses in the history and theory of southern California architecture, having published extensively in this area, in particular, on the work of the architect R.M. Schindler. Her most recent publication is Schindler, Kings Road, and Southern California Modernism (University of California Press, 2012), coauthored with Robert Sweeney. In 2009 she was made an ACSA Distinguished Professor.

Hofu Wu, Arch.D., FAIA
Professor of Architecture

Dr. Hofu Wu is a fellow of the American Institute of Architects. He received his undergraduate professional training from Tamkang University in Taiwan and a Master of Architecture degree from University of Illinois in Champaign-Urbana. After experiencing the energy crisis in the mid 70's, he decided to continue his academic pursuits in building sciences and received his Doctor of Architecture degree from the University of Michigan in Ann Arbor. He has been a member of the Sustainability Initiatives at the National AIA, and co-Chaired the COTE in LA. He also served in various technical committees of the ASHRAE and ASES. Currently he is a public board member of the AIA-Pasadena-Foot Hills chapter.

Professor Wu teaches in the integrated sustainable design studio and courses in environmental controls. He currently coordinates the Department's Healthcare Initiative that will formalize a proposal for a specialized design concentration. He has conducted numerous funded research projects for federal, state, and local government agencies plus private and utility entities on building performance. Professor Wu is specialized in passive and active architectural designs that integrate day lighting and electrical lightings. His students' have received DLF-LA's luminaire design awards for the last 12 years continuously and several International Leading-Edge Student Design competitions. Professor Wu coordinates the Taiwan International Exchange program and has been recognized as an honorary professor at the National Taiwan University of Science and Technology.

Part-time Faculty

William Adams, FAIA
Professor Emeritus

Professor Emeritus William Adams FAIA has been practicing architecture since 1975 and, while focusing mainly on housing projects, has experience with numerous residential, commercial and institutional projects. Overall, William Adams Architects brings a vast collection of interests, skills and experience to every project. Professor Emeritus Adams is a registered architect in California and Nevada. He maintains a special focus on design and often works in progressive cities such as Santa Monica, Venice and West Hollywood. His work has been featured in many national and international magazines and books as well as having won many design awards including 17 Los Angeles and State AIA design awards. He also served for 8 years on the Santa Monica Architectural Review Board.

Professor Emeritus Adams received his Bachelor of Architecture from the University of Minnesota in 1969, and taught at Cal Poly Pomona for approximately 30 years, first as a lecturer and later as a tenured professor. He coordinated many of the undergraduate level courses and served as graduate program coordinator for 8 years before becoming Chair of the Department of Architecture for 4 years. His primary area of focus is the foundation area of the Graduate Program.

Robert Alexander
Lecturer

Robert Alexander received his Bachelor of Architecture from Cal Poly Pomona in 2001 and his Masters of Architecture from Harvard University's Graduate School of Design in 2005. He has worked as a designer for various renowned design firms on a diverse array of projects including the Cleveland Museum of Art, Harvard University's Art Museum, Google Headquarters Competition and the Richard J Daley Center in Chicago. In 2011, Alexander was appointed as the Interim Director of Cal Poly's Neutra VDL

Research House. He has 6 years studio and lecture teaching experience at Cal Poly and has served as a visiting juror at USC, LAIAD and Cal Poly SLO. Alexander currently coordinates the first year winter and spring design studios.

Lecturer Alexander founded the design collaborative bobCAT studio with his partner Catherine Burce in 2007. In 2013 Mr. Alexander was the recipient of the Boston Architectural Society's Rotch Traveling Scholarship. In addition he was the recipient of the Soriano Traveling Scholarship in 1999 and the 2008 Cavin Family Traveling Fellowship. Mr. Alexander's work has been featured in a number of exhibitions and publications including an International Housing Exhibition in Silves Portugal, 2005; Harvard University's Studioworks Exhibition in 2005; Woodbury University's "Drawing in the Post Digital Age" in 2011, and "Form Follows Folding Collaboration" in 2012. Mr. Alexander's work has been featured in GSD Studioworks, the Japan Architect, and Evolo Magazine. His experience in the design of large and small-scale projects, and his success receiving recognition for this work offer evidence of his qualifications to teach design studios and required digital representation courses.

Orhan Ayyuce, RA
Lecturer

Orhan Ayyuce was born in Izmir, Turkey. He lives and works in Los Angeles and has a Bachelor of Architecture degree from the Southern California Institute of Architecture (Sci-Arc.) He is a senior editor for Archinect where he writes about architecture, urbanism, people, politics, arts and culture. His feature articles, interviews and other content is frequently published in Archinect and featured in other sites and publications internationally.

Mr. Ayyuce is a licensed architect in California with an ongoing practice of architecture. He has taught architecture and urban design at East LA College, Cal Poly Pomona, and Woodbury University. He is a frequent visiting critic at many architecture schools including SCI Arc, USC, UCLA, ASU, Otis, Pratt Institute, Cal Poly Pomona and Woodbury University. He serves as a member of the Board of Directors for the LA Forum for Architecture and Urban Design, the Board of Directors for Society for Moving Images about the Built Environment, SMIBE, he is also a member of the Editorial Board at Architects for Peace and is a columnist for Arkitera, Istanbul, Turkey. His professional experience in residential construction, and his work as an art and design journalist provide a background for the design and urban design courses he teaches at Cal Poly Pomona.

Keely Colcleugh
Lecturer

Keely Colcleugh founder of Kilograph, is a designer with over 14 years of experience in the fields of architecture, graphic design, film and animation. Ms. Colcleugh has worked as an architectural designer, animator and visual effects artist on feature films, commercials and music videos. She was a project manager for Bruce Mau Design in Toronto Canada, a visualization artist for Atelier Jean Nouvel and, prior to founding Kilograph in 2009, she served as the Director of Architectural Visualization for Pixel Liberation Front, a leading visual effects and animation studio in Los Angeles. She received a Bachelor'sDegree in Architecture from McGill University in Montreal and a Masters of Architecture from the Southern California Institute of Architecture (Sci-Arc.)

Ms. Colcleugh has lectured in architectural visualization at University of Kentucky, University of Southern California, and Cal Poly Pomona. She has been a jury member at the Architectural

Association in London, the University of Toronto, University of Southern California and Cal Poly Pomona. Along with lecturer Graham Ferrier, she teaches architectural visualization to students at Cal Poly Pomona.

Mitchel de Jarnett
Lecturer

Mitchell De Jarnett attended California State University, Long Beach School of Fine Arts and the UCLA Graduate School of Architecture and Urban Planning. He has practiced in the USA, France, Germany, India and Egypt. During his employment at Snohetta Architects he managed the design of the interiors for the Library of Alexandria.

Mr. de Jarnett's current practice spans public art, landscape and architectural design. His past projects include a large public plaza/environmental artwork (with partner, artist Lita Albuquerque) at the California State Capitol in Sacramento. He was Lead Designer in the Irvine office of HMC Architects where he directed the design of campus master plans, institutional buildings and schools. His recent work includes two 24-story office buildings designed in consultation with Studio Mumbai architects which will be part of the new Zhendong City of Finance (master-planned by Arata Isozaki) in Zhenzhou, China. He is currently working on a new public artwork (with partner Lita Albuquerque) to be installed in the new Manhattan Beach Public Library, designed by Johnson/Favaro. He currently serves on the Board of Directors of the Grand Central Art Forum. He has taught at SCI-Arc, Otis College of Art and Design, UCLA, and Cal Poly Pomona. His varied professional and teaching experience provides a background for the graduate and undergraduate design courses he teaches at Cal Poly Pomona.

Ana Escalante-Lenz, AIA
Lecturer
Ana Escalante is a registered architect in California. She received her Bachelors of Science in Architecture from University Albert Einstein and her Master of Architecture from Cal Poly Pomona. She has 15 years of teaching experience in the field of Architecture Design at Cal Poly Pomona. In 1997, she founded Escalante Architects. To date, Ms. Escalante has built over a 100 projects spread throughout North and Central America, Europe and East Africa. Her work has been published and exhibited in a wide variety of books, museums, periodicals and journals in the United States and Europe. She is a member of the Board of Directors of the A+D Museum in Los Angeles and is director of an NGO in East Africa that provides "hospice services" in Uganda.

Ms. Escalante encourages students to be analytical and inventive in design assignments. She teaches the basic principles of site analysis, climatology, and systems integration from the onset of a design process. Her extensive experience working on architectural projects at a variety of scales provides a background to teach studios at Cal Poly Pomona.

Graham Ferrier
Lecturer
Graham Ferrier received a Bachelor of Arts degree in Urban Systems from McGill University in Montréal and a professional Master of Architecture degree from the University of Toronto. His thesis, *Architecture without Qualities*, proposed a shift from the monumental, singular and iconic towards the systemic as a response to the increasing complexity of accelerated social, economic and technological change. Since 2011, he has been teaching a variety of course at Cal Poly Pomona including design studios, materials and methods, and digital communication. Mr. Graham has taught at USC and

mentored at-risk high school students with the Animo Film and Theater Arts Charter High School, introducing them to architecture and the built environment.

Mr. Graham is a Registered Architect in California and serves as founder and design principal of a small architectural practice and managing principal of a visual communications agency developing imagery, animations, and other media communications for the AEC and development communities. Prior to his independent work, Graham worked as a Senior Project Designer at Morphosis Architects, serving as design lead on a number of international and domestic projects at a variety of scales, from exhibition design to urban design proposals. Graham also spent time as a framing and scenic carpenter in the construction industry and on major motion pictures. This broad professional experience provides Graham with a strong background in predesign, design, programming, visualization and construction means and methods.

Nadim Itani
Lecturer

Nadim Itani has a first professional Bachelor of Architecture degree and a Master of Architecture degree from Cal Poly Pomona. He has twelve years of part time teaching experience in the second and third year undergraduate design studio sequence. His graduate work explored preliterate cultures' divergent climatic environments and adaptability, which allow the rediscovery of valuable sustainable strategies for contemporary application; that early research still influences his teaching methodologies.

Mr. Itani has 17 years of professional experience, ranging all project phases, and has worked with varying sized firms at varying capacities, from office operations, design, to construction administration. Currently he maintains a small practice focusing on custom residential work as well as maintaining a working relationship with his partners in the operation of a design collaborative focusing on project procurement and design. His professional experience in the design to construction sequence has been an asset to his students.

Christoph Kapeller, AIA LEED AP
Lecturer

Christoph Kapeller, AIA, LEED-AP has a professional Dipl. Ing. of Architecture from the Technical University in Graz, Austria and a Master of Architecture degree from the University of Southern California. He is a Registered Architect in the State of California and in Austria. He has over 20 years of professional experience in countries as varied as the United States, Norway, Germany, Austria and Egypt. Mr. Kapeller was a founding partner of the Norwegian firm, Snohetta, after being awarded the First Prize in the international competition for the Bibliotheca Alexandrina, the new library of Alexandria, Egypt in 1989. During the course of the project, Christoph spent 8 years in Egypt overseeing the design and construction of this world renowned $220 million project. Since his relocation to Los Angeles, he established his firm, CK-Architecture. He has won numerous prizes and awards in national and international design competitions, among others, The Aga Khan Award for architecture in 2004.

Mr. Kapeller has taught all levels of undergraduate and graduate design studios, materials, technology and representation courses from 2002 to 2012 at the University of Southern California. At Cal Poly Pomona, he taught a vertical topic studio in the winter quarter of 2013. His professional experience with all size of projects, residential and commercial, provides a rich background in technology, sustainability, housing, offices, museums and libraries throughout all phases of design and construction make him well-qualified to teach upper division topic studios.

Dennis McFadden, FAIA
Lecturer

Dennis McFadden was educated at the University of Southern California and Princeton University, where he received a Master of Architecture degree in 1977. He has 3 years studio teaching experience at Cal Poly Pomona and one year at the University of Southern California. Throughout his professional career, he has served as a visiting critic at Woodbury University, UCLA, Sci-Arc, USC, and Cal Poly Pomona.

Mr. McFadden's professional work of the last 27 years has focused primarily on the design of public institutions. As a design partner for 15 years in the Los Angeles firm CO Architects (previously Anshen+Allen, Los Angeles), he was responsible for the design of 12 projects on five different University of California campuses as well as on a number of other public and private University, College and healthcare campuses. His experience also includes the design of hospitals, courthouses, high schools and multi-family housing.

His work has been published in Architecture magazine, Architectural Record, Progressive Architecture, and the Italian publication L'Arca and has received over 30 design awards, including a National AIA Honor Award for the College of Engineering at the University of California, Riverside. Mr. McFadden has served as a juror on a number design award panels and has been a member of the Design Review Committee at the University of California, Santa Barbara since 2006. He was made a Fellow of the American Institute of Architects in 2008. Given his extensive experience with architectural projects at a variety of scales and the many awards he has received for his design work, Mr. McFadden is well equipped to teach design studios, topic studios, and the senior project public building track, which he will be leading.

Barry Milofsky, AIA
Lecturer

Barry Milofsky received his professional degree in Architecture from the University of Cincinnati in 1971 and has worked as an architect in Israel, Massachusetts and California. He has 4 years studio and lecture teaching experience at Cal Poly and, over the course of his professional career, served as a visiting juror at Harvard, MIT, Boston Architectural Center and Cal Poly Pomona.

Mr. Milofsky is a registered architect in the state of California and maintained registration in Massachusetts from 1975-2008. Since its founding in 1988, he has been a partner in the award winning firm of M2A Milofsky Michali and Cox Architects. He has served as the Chair of the City of Huntington Park Historic Preservation Commission (2007-2013), on the Hollywood Planning and Design Review Committee (1997-present), and the Mayors Design Advisory Committee since 2009. He has worked on transit system, station, and TOD projects in Boston, New York City, Los Angeles and San Diego and has designed residential/ mixed-use projects encompassing over 750 market rate and affordable units. He has also consulted nationally on cultural facility programming and planning and had three of the firms designed libraries featured in national publications.

Mr. Milofsky has served on conference presentation panels at the invitation of the California Preservation Foundation and the California Chapter of the American Planning Association. His experience provides a background in urban design, transportation planning, design, project management, construction documents, and construction administration aspects of the profession.

Deborah Murphy, Assoc. AIA
Lecturer

Lecturer Deborah Murphy received her professional degree in Architecture (MArch I, Urban Design) from the University of California, Los Angeles in 1980 and her undergraduate degree in Design (BA) from UCLA in1977.

Ms. Murphy established Deborah Murphy Urban Design + Planning (DMUD+P) in Silver Lake in 2003 and serves as an Urban Design/Planning and Grant Preparation consultant to the City of Los Angeles Department of City Planning and Transportation, the cities of West Hollywood, Santa Monica and Long Beach. She is also a consultant for non-profits including the Los Angeles Neighborhood Land Trust, The Los Angeles River Revitalization Corporation, the Orangeline Development Authority, the Playhouse District Association, the East Los Angeles Community Corporation, Little Tokyo Service Center, the Warner Center Association and the Trust for Public Land. Ms. Murphy has facilitated the successful award of over $78 million in grant funds for new parks/open space and pedestrian/bicycle/transit improvements.

Ms. Murphy has contributed her unique skills to a wide range of civic and professional organization task forces, boards, and committees. She is widely recognized for her leadership and vision in community consensus building, comprehensive city and active transportation planning, streetscape design and pedestrian safety issues. In her efforts to make Los Angeles more walkable, she founded a pedestrian advocacy organization, Los Angeles Walks. She is the Chair of the City of Los Angeles Pedestrian Advisory Committee, a member of the Green LA Coalition Living Streets Initiative, a board member of the Streetsblog Los Angeles and has conducted Walkabouts in Hollywood, Glassell Park/Cypress Park and Downtown Pasadena. Her experience leading urban design projects and her advocacy work in improving the walkability of streets in Los Angeles offer excellent qualifications for the urban design studio she teaches.

Alex Pang
Lecturer

Alex Pang received his Bachelor of Architecture from Cal Poly Pomona and a Master of Science in Advanced Architectural Design from Columbia University. He joined the faculty in 2001 as lecturer and has taught 100, 200 and 300-level undergraduate design studios, as well as advised undergraduate degree projects. He was cited in *DesignIntelligence* as one of *30 Most Admired Educators for 2013*.

In 2006, Mr. Pang founded EcoGreen Development Group to partner with private equity investors in real estate and hospitality development arenas. He is design partner and project manager of an eco-resort development in Costa Rica's central Pacific coast, in charge of acquisition, planning, entitlement and design for the 918-acre project that includes a 180-room hotel/event center and more than 300 residential parcels. Since 2009, Mr. Pang is also partner of Studio G5, currently developing small-scale residential projects in Southern California. Mr. Pang's design and development experience provide a background for the second and third year studio design courses he teaches, as well as specialized expertise in multi-family housing for the housing senior project track he will lead in 2014.

Marta Perlas, AIA
Lecturer

Marta Perlas obtained architectural degrees from the Southern California Institute of Architecture (Sci-Arc) and the Escola Superior d'Arquitectura de Barcelona, Spain. She began teaching at Woodbury University in 1994, and since 1999, she has been an instructor at Cal Poly Pomona, teaching all levels of design studio. Ms. Perlas is also a lecturer for the Department of

Urban and Regional Planning, a position she has held since 2005, teaching senior project courses for URP focused on urban design.

Ms. Perlas is a registered architect in the state of California. She began her professional career in 1980 in Barcelona, where she had the opportunity to work as part of the design teams for urban design specific plans for several cities in Catalunya. In California, prior to joining Mythograph, she worked as lead designer with Legorreta Arquitectos, Dworsky Associates and DMJM, Los Angeles. For the past 18 years, she has been a principal at Mythograph, where together with partner Kipp Kobayashi has completed numerous public art, civil and institutional projects for prestigious clients such as the City of Ontario, the City of Commerce, the city of San Jose, the University of Southern California, Mount Saint Mary's College and City of Hope Medical Center. Ms. Perlas's varied professional background and significant teaching experience in both Architecture and Urban Design provides a background in design at all levels of the program.

Corey Ruppert
Lecturer

Corey Ruppert has a Bachelor of Science in Geological Sciences from the University of Missouri with an emphasis in Civil and Environmental Engineering and cross-disciplinary sciences. Mr. Rupert also has a Master of Architecture from the University of Kansas. He has served as guest juror at Cal Poly Pomona, University of Southern California, Sci-Arc, and Woodbury University.

Mr. Ruppert has a diverse background in science, engineering, construction and fabrication, the arts, and architecture. He owns and operates a design build company in Topanga, California. His experience with design-build projects and the sciences provide a background for the fabrication elective he was asked to teach in spring 2013 as part of the NASA grant.

Behnam Samareh, Ph.D.
Lecturer

Dr. Samareh received a Bachelor in Fine Arts as well as a Bachelor of Architecture from the University of Maryland. He then received a Master of Architecture from UCLA and a doctorate in Architecture in 2005. For the past 6 years he has been teaching introductory architecture studio at Cal Poly Pomona. He has also been an instructor of industrial design and machine fabrication at other surrounding schools.

The focus of Dr. Samareh's research is the roles of computational technology within architecture. His goal is to devise and develop new and meaningful ways to incorporate machines and digital technologies into the creation and function of an environment. In 1998, he co-founded Plasis Design, a multi-disciplinary design collective engaged in a wide range of creative fields and mediums. In 2012, along with a few Cal Poly Pomona students and alumni he founded the Machine Inspired Art (MIA) gallery and studio. The MIA gallery is a research and professional entity focused on exploring possible applications for computational technology within the creative process, such as machine fabrication and automation. Mr. Samareh's education and experience as a researcher and designer provides a background in introductory design and digital fabrication.

Audrey Sato, LEED AP
Lecturer

Audrey Sato has a Bachelor of Arts degree from Brown University, with concentrations in both visual arts and architectural studies. She received her Masters of Architecture (first professional degree) from Cal Poly Pomona. She has 1 year of teaching experience in first year design at Cal Poly Pomona.

Ms. Sato maintains an individual practice as a residential designer, and is currently working on getting her architectural license. She is a Leadership in Energy and Environmental Design (LEED) accredited professional, and has experience documenting projects for LEED certification. Ms. Sato has participated and placed in design competitions. Her experience as a designer provides a background in predesign and design, especially at the introductory level.

Allyne Winderman , FAIA
Lecturer

Allyne Winderman, FAIA has a Master of Architecture from Columbia University and a Bachelor of Fine Arts from University of Hawaii. She has taught urban design in the cross-disciplinary studio at Cal Poly Pomona for three quarters. Ms. Winderman has taught a seminar in Affordable Housing at Sci-Arc as well as design studios at University of Southern California. She is a frequent guest critic at Cal Poly Pomona, USC, UCLA, and East LA College. Ms. Winderman has also taught public sector, planning and design professionals at the National League of Cities, California League of Cities, UCLA Extension, and the California Redevelopment Association Institute.

Ms. Winderman is a licensed architect in California and is a fellow of the American Institute of Architects. Her fields of expertise are affordable housing, urban design, and historic preservation. She practiced in the office of Arata Isozaki in Tokyo and Los Angeles, and subsequently worked for 25 years in the public sector as the Director of Housing and Redevelopment for the City of West Hollywood and as a Senior Planner at the Los Angeles Redevelopment Agency. Her work has won awards from the National League of Cities, the National Trust for Historic Preservation, the American Institute of Architects, the California Redevelopment Association, and Los Angeles Conservancy. Her writings have been published in 10+1 journal in Japan as well as the National League of Cities, Architecture California and LA Architect. She serves of the editorial board of AEC Knowledge, a provider of continuing education for the AIA. Her architectural background and extensive experience working in the public sector on affordable housing offer unique qualifications for the multidisciplinary urban design studios she teaches at Cal Poly Pomona.

Nathan Wittasek, LEED AP
Lecturer

Nathan Wittasek has a Bachelor of Science in Civil Engineering and a Master of Science in Fire Engineering from Worcester Polytechnic Institute. He has 8 years of teaching experience at Cal Poly and has recently published a teaching text, the Interactive Guide to the 2012 IBC: An Illustrated Checklist, in conjunction with the International Code Council and the AIA. He also serves as an instructor for the Los Angeles chapter of the AIA where he primarily addresses subject matter related to building codes compliance and accessibility.

Mr. Wittasek is a senior managing engineer at Exponent, Inc. where he practices both proactive and reactive engineering analysis related to buildings and sites. He has focused on fire engineering solutions to address complex regulatory requirements in the built environment, as well as codes compliance for active and passive building systems and features. Mr. Wittasek is a professional engineer, LEED accredited consultant, and is a certified Fire and Explosions Investigator. Mr. Wittasek has been the principal fire protection engineer and code consultant for numerous commercial projects within the United States as well as in the Middle East and Asia. Mr. Wittasek's expertise in code compliance, fire-protection and other life-safety issues provides a background for the undergraduate and graduate codes courses he teaches at Cal Poly Pomona.

Undergraduate Program in Architecture / Faculty Matrix Fall, Winter, Spring 2013

		Design Studios and related lectures														Senior Project			Required Lectures																		
Faculty	**Summary Expertise, recent research or experience (25 words)**	ENV 101/101L	ARC 102/102L	ARC 103/103L	ARC 201/201L	ARC 202/202L	ARC 203/203L	ARC 301/301L	ARC 302/302L	ARC 303/303L	ARC 401/401L	ARC 402/402L	ARC 403/403L	ARC 405/405L	ARC 406/406L	ARC 491 (2012)	ARC 494	ARC 495	ARC 150 -Digital	ARC 299 -Digital	ARC 299/299A	ARC 321/321A	ARC 322/322A	ARC 323/323A	ARC 331/331A	ARC 332/332A	ARC 341/341A	ARC 342/342A	ARC 361/361A	ARC 362/362A	ARC 363/363A	ARC 424/424A	ARC 450 -Not Given	ARC 464/464A	ARC 471/471A	ARC 499- integ
Alexander, Robert	Master of Architecture from Harvard. Principal design collaborative bobCAT studio. 2013 Boston Architectural Society's Rotch Traveling Scholarship.		X	X															X																		
Ayyuce, Orhan	Professional architecture degree from Sci_Arc. senior editor for Archinect where he writes about architecture, urbanism, people, politics, arts and culture. Licensed Architect.	X	X	X																																
Bricker, Lauren	Ph.D. in history of art and architecture UC Santa Barbara, co-curator of two architectural exhibits on Modernism and author The Mediterranean House in America.																												X				X			
Dickson, Kip	Master of Architecture from Harvard. Development/ Design/ Build practice that produces large scale mixed use and TOD developments. Licensed architect.				X																													X		
Escalante, Ana	Master of Architecture from Cal Poly Pomona. Principal of Escalante Architects. Built over a 100 projects spread throughout North and Central America, Europe and East Africa. Licensed Architect.		X	X																																
Ferrier, Graham	Master of Architecture from the University of Toronto. Principal of a visual communications agency developing imagery, animation for the AEC and development communities. Licensed architect.																										X									
Fox, Michael	Master of Science in Architecture from MIT. Research in interactive architecture, specifically in biomimetic strategies for design and space architecture. Author of Interactive Architecture.						X					X			X													X								
Hoyos, Luis	Master of Architecture in Urban Design from Harvard. Design awards for historic rehabilitations of El Pueblo de Los Angeles, Point Fermin Lighthouse, Palmer Hotel and Cabrillo Beach Bathhouse. Licensed architect.								X		X		X	X		X	X				X															

Undergraduate Program in Architecture / Faculty Matrix Fall, Winter, Spring 2013

		Design Studios and related lectures														Senior Project			Required Lectures																		
Faculty	**Summary Expertise, recent research or experience (25 words)**	ENV 101/101L	ARC 102/102L	ARC 103/103L	ARC 201/201L	ARC 202/202L	ARC 203/203L	ARC 301/301L	ARC 302/302L	ARC 303/303L	ARC 401/401L	ARC 402/402L	ARC 403/403L	ARC 405/405L	ARC 406/406L	ARC 491 (2012)	ARC 494	ARC 495	ARC 150 -Digital	ARC 299 -Digital	ARC 299/299A	ARC 321/321A	ARC 322/322A	ARC 323/323A	ARC 331/331A	ARC 332/332A	ARC 341/341A	ARC 342/342A	ARC 361/361A	ARC 362/362A	ARC 363/363A	ARC 424/424A	ARC 450 -Not Given	ARC 464/464A	ARC 471/471A	ARC 499- integ
Itani, Nadim	Master of Architecture degree from Cal Poly Pomona. Has a design practice focusing on custom residential work and a design collaborative focusing on project procurement.					X	X	X	X	X																											
Kapeller, Christoph	Master of Architecture from University of Southern California. Founding partner of Norwegian firm, Snohetta. Responsible for the library of Alexandria, Egypt. Licensed architect.											X			X																					
La Roche, Pablo	Ph.D. in Architecture from UCLA. Research in passive cooling systems, low energy, carbon neutral architecture. Author of Carbon Neutral Architectural Design. Licensed architect in Venezuela.						X				X			X		X									X											
Lawrence, Denise	Sociocultural anthropologist specializing in the study of humans and their relations with the built environment. Author of The Anthropology of Space and Place.				X																X																
Lin, Juintow	Master of Architecture from MIT. Research on sustainable tools in for energy and environmental analysis and co-author of Sustainable Urban Housing in China. Licensed architect.				X	X														X																	
Lorenzen, Sarah	Master of Architecture from Georgia Tech and M.Arch in Metropolitan Research + Design from Sci-Arc. Resident director of Neutra VDL House. Principal design firm Plasmatic Concepts. Licensed architect.					X					X			X																							
McFadden, Dennis	Master of Architecture degree from Princeton. Responsible for the design of 12 projects on five different University of California campuses as well as on a number of other public and private University, College and healthcare campuses. Licensed architect.							X		X		X			X																						
McGavin, Gary	Master of Architecture Cal Poly Pomona. Specialized in seismic safety Issues and state level client advocacy, 15 on the California State Seismic Safety Commission. Co-author Earthquake Protection of Building Equipment and Systems. Licensed architect.							X														X	X	X								X				X

Undergraduate Program in Architecture / Faculty Matrix Fall, Winter, Spring 2013

		Design Studios and related lectures														Senior Project			Required Lectures																		
Faculty	**Summary Expertise, recent research or experience (25 words)**	ENV 101/101L	ARC 102/102L	ARC 103/103L	ARC 201/201L	ARC 202/202L	ARC 203/203L	ARC 301/301L	ARC 302/302L	ARC 303/303L	ARC 401/401L	ARC 402/402L	ARC 403/403L	ARC 405/405L	ARC 406/406L	ARC 491 (2012)	ARC 494	ARC 495	ARC 150 -Digital	ARC 299 -Digital	ARC 299/299A	ARC 321/321A	ARC 322/322A	ARC 323/323A	ARC 331/331A	ARC 332/332A	ARC 341/341A	ARC 342/342A	ARC 361/361A	ARC 362/362A	ARC 363/363A	ARC 424/424A	ARC 450 -Not Given	ARC 464/464A	ARC 471/471A	ARC 499- integ
Milofsky, Barry	Professional degree in Architecture from the University of Cincinnati. Principal of the award winning firm of M2A Milofsky Michali and Cox Architects. Worked on transit system, station, and TOD projects. Licensed architect.					X				X	X			X																						
Murphy, Deborah	Master of Architecture from UCLA. Deborah Murphy Urban Design + Planning (DMUD+P), and Urban Design/Planning and Grant Preparation consultant to Los Angeles, West Hollywood, Santa Monica and Long Beach.												X																							
Ortenberg, Alexand	Ph.D. in architecture from UCLA. Research in the history of practice, architectural representation, and exposition architecture. His article, "Joy in the Act of Drawing …," appeared in JSAH. Licensed architect.										X	X	X	X	X	X	X	X										X		X						
Pang, Alex	Master of Science in Advanced Architectural Design from Columbia University. Founder EcoGreen Development Group to partner with private equity investors in real estate and hospitality development arenas.				X	X	X	X	X							X	X	X																		
Perlas, Marta	Professional architectural degree from Sci-Arc and the Escola Superior d'Arquitectura de Barcelona. Principal at Mythograph focused on public art, civil and institutional projects. Licensed architect.				X	X	X											X																		
Proctor, George	Master of Architecture in Urban Design from Harvard. Research in urban design, interactive media, and modular fabrication. Licensed architect.							X				X			X																					
Ramirez, Irma	Master of Architecture and a Master of Urban Planning from UCLA. Published work in the areas of housing and urbanism. Several awards from the American Planning Association.	X							X	X	X			X																						

Undergraduate Program in Architecture / Faculty Matrix Fall, Winter, Spring 2013

		Design Studios and related lectures														Senior Project			Required Lectures																		
Faculty	**Summary Expertise, recent research or experience (25 words)**	**ENV 101/101L**	**ARC 102/102L**	**ARC 103/103L**	**ARC 201/201L**	**ARC 202/202L**	**ARC 203/203L**	**ARC 301/301L**	**ARC 302/302L**	**ARC 303/303L**	**ARC 401/401L**	**ARC 402/402L**	**ARC 403/403L**	**ARC 405/405L**	**ARC 406/406L**	**ARC 491 (2012)**	**ARC 494**	**ARC 495**	**ARC 150 -Digital**	**ARC 299 -Digital**	**ARC 299/299A**	**ARC 321/321A**	**ARC 322/322A**	**ARC 323/323A**	**ARC 331/331A**	**ARC 332/332A**	**ARC 341/341A**	**ARC 342/342A**	**ARC 361/361A**	**ARC 362/362A**	**ARC 363/363A**	**ARC 424/424A**	**ARC 450 -Not Given**	**ARC 464/464A**	**ARC 471/471A**	**ARC 499- integ**
Samareh, Behn	Ph.D. in Architecture from UCLA. Co-founder of Plasis Design, a multi-disciplinary design collective, and founder of Machine Inspired Art (MIA) gallery and studio.	X	X	X																																	
Scmitzberger, Axel	Architectural master degree from the Technical University Vienna, Austria. Partner in the design build practice domaen, inc., exploring contemporary built architecture at all scales.										X				X	X	X	X																			
Schulitz, Marc	Master's degree in Architecture from the ETH Zurich in Switzerland. Licensed architect in Germany and partner at the award winning firm of Schulitz + Partner Architects. Designed award-winning sports arenas in Europe and Brazil.							X																													
Winderman, Allyne	Master of Architecture from Columbia University. Was the Director of Housing and Redevelopment for the City of West Hollywood and as a Senior Planner at the Los Angeles Redevelopment Agency. Licensed architect.																																				
Wittasek, Nate	Master of Science in Fire Engineering from Worcester Polytechnic Institute. Senior managing engineer at Exponent, Inc. where he practices engineering analysis related to buildings and sites.									X																											
Wu, Hofu	Ph.D in Architecture from University of Michigan in Ann Arbor. Numerous funded research projects for federal, state, and local government agencies plus private and utility entities on building performance. Licensed architect.				X		X					X			X											X											X

Graduate Program in Architecture / Faculty Matrix Fall, Winter, Spring 2013

Faculty	Summary Expertise, recent research or experience (25 words)	Design Studios and Related lectures								Thesis			Required Lectures																	
		ARC 501/501L	ARC 502/502L	ARC 503/503L	ARC 504/504L	ARC 505/505L	ARC 506/506L	ARC 601/601L	ARC 602/602L	ARC 691	ARC 694	ARC 695	ARC 321/321A	ARC 322/322A	ARC 323/323A	ARC 424/424A	ARC 331/331A	ARC 332/332A	ARC 341/341A	ARC 342/342A	ARC 361/361A	ARC 362/362A	ARC 363/363A	ARC 464/464A	ARC 471/471A	ARC 481/481A	ARC 551	ARC 552	ARC 553	ARC 592
Bricker, Lauren	Ph.D. in history of art and architecture UC Santa Barbara, co-curator of two architectural exhibits on Modernism and author The Mediterranean House in America.									X												X		X						
Colcleugh, Keely	Master of Architecture degree from Sci-Arc. Fourteen years experience in architecture, graphic design, film and animation.																											X	X	
De jarnett, Mitchell	Master of Architecture from UCLA. Design practice in public art, landscape and architectural design, including two 24-story office buildings in Zhendong China with Studio Mumbai.	X																												
Dickson, Kip	Master of Architecture from Harvard. Development/ Design/ Build practice that produces large scale mixed use and TOD developments. Licensed architect.					X					X	X													X					
Ferrier, Graham	Master of Architecture from the University of Toronto. Principal of a visual communications agency developing imagery, animation for the AEC and development communities. Licensed architect.																		X									X	X	
Fox, Michael	Master of Science in Architecture from MIT. Research in interactive architecture, specifically in biomimetic strategies for design and space architecture. Author of Interactive Architecture.				X				X											X										
Hoyos, Luis	Master of Architecture in Urban Design from Harvard. Design awards for historic rehabilitations of El Pueblo de Los Angeles, Point Fermin Lighthouse, Palmer Hotel and Cabrillo Beach Bathhouse. Licensed architect.							X																						
Kapeller, Christoph	Master of Architecture degree from the University of Southern California. Founding partner of the Norwegian firm, Snohetta. Responsible for the library of Alexandria, Egypt. Licensed architect.								X																					
La Roche, Pablo	Ph.D. in Architecture from UCLA. Research in passive cooling systems, and low energy, carbon neutral architecture. Author of Carbon Neutral Architectural Design. Licensed architect in Venezuela.							X									X													

Graduate Program in Architecture / Faculty Matrix Fall, Winter, Spring 2013

		Design Studios and Related lectures								Thesis			Required Lectures																	
Faculty	**Summary Expertise, recent research or experience (25 words)**	ARC 501/501L	ARC 502/502L	ARC 503/503L	ARC 504/504L	ARC 505/505L	ARC 506/506L	ARC 601/601L	ARC 602/602L	ARC 691	ARC 694	ARC 695	ARC 321/321A	ARC 322/322A	ARC 323/323A	ARC 424/424A	ARC 331/331A	ARC 332/332A	ARC 341/341A	ARC 342/342A	ARC 361/361A	ARC 362/362A	ARC 363/363A	ARC 464/464A	ARC 471/471A	ARC 481/481A	ARC 551	ARC 552	ARC 553	ARC 592
Lawrence, Denise	Sociocultural anthropologist specializing in the study of humans and their relations with the built environment. Author of The Anthropology of Space and Place.																									X				
Lin, Juintow	Master of Architecture from MIT. Research on sustainable tools in for energy and environmental analysis and co-author of Sustainable Urban Housing in China. Licensed architect.																										X			
Lorenzen, Sarah	Master of Architecture from Georgia Tech and M.Arch in Metropolitan Research + Design from Sci-Arc. Resident director of Neutra VDL House. Principal design firm Plasmatic Concepts. Licensed architect.							X																						
McFadden, Dennis	Master of Architecture degree from Princeton. Responsible for the design of 12 projects on five different University of California campuses as well as on a number of other public and private University, College and healthcare campuses. Licensed architect.								X																					
McGavin, Gary	Master of Architecture Cal Poly Pomona. Specialized in seismic safety Issues and state level client advocacy, 15 on the California State Seismic Safety Commission. Co-author Earthquake Protection of Building Equipment and Systems. Licensed architect.												X	X	X	X														
Milofsky, Barry	Professional degree in Architecture from the University of Cincinnati. Principal of the award winning firm of M2A Milofsky Michali and Cox Architects. Worked on transit system, station, and TOD projects. Licensed architect.							X																						
Ortenberg, Alexan	Ph.D. in architecture from UCLA. Research in the history of practice, architectural representation, and exposition architecture. His article, "Joy in the Act of Drawing …," appeared in JSAH. Licensed architect.							X	X												X		X							
Proctor, George	Master of Architecture in Urban Design from Harvard. Research in urban design, interactive media, and modular fabrication. Licensed architect.						X		X																					

Graduate Program in Architecture / Faculty Matrix Fall, Winter, Spring 2013

		Design Studios and Related lectures								Thesis			Required Lectures																	
Faculty	**Summary Expertise, recent research or experience (25 words)**	ARC 501/501L	ARC 502/502L	ARC 503/503L	ARC 504/504L	ARC 505/505L	ARC 506/506L	ARC 601/601L	ARC 602/602L	ARC 691	ARC 694	ARC 695	ARC 321/321A	ARC 322/322A	ARC 323/323A	ARC 424/424A	ARC 331/331A	ARC 332/332A	ARC 341/341A	ARC 342/342A	ARC 361/361A	ARC 362/362A	ARC 363/363A	ARC 464/464A	ARC 471/471A	ARC 481/481A	ARC 551	ARC 552	ARC 553	ARC 592
Ramirez, Irma	Master of Architecture and a Master of Urban Planning from UCLA. Published work in the areas of housing and urbanism. Several awards from awards from the American Planning Association.							X																						
Scmitzberger, Axel	Architectural master degree from the Technical University Vienna, Austria. Partner in the design build practice domaen, inc., exploring contemporary built architecture at all scales.		X					X																						
Schulitz, Marc	Master's degree in Architecture from the ETH Zurich in Switzerland. Licensed architect in Germany and partner at the award winning firm of Schulitz + Partner Architects. Designed several award-winning sports arenas in Europe and Brazil.																													
Wittasek, Nate	Master of Science in Fire Engineering from Worcester Polytechnic Institute. Senior managing engineer at Exponent, Inc. where he practices engineering analysis related to buildings and sites.																													X
Wu, Hofu	Ph.D in Architecture from University of Michigan in Ann Arbor. Numerous funded research projects for federal, state, and local government agencies plus private and utility entities on building performance. Licensed architect.			X					X									X												

I.4 Policy Review

The following documents will be placed in the on-site team room for the visiting team to review:

1. Studio Culture Policy
2. Self-Assessment Policies and Objectives
3. Personnel Policies including:
    - Position descriptions for all faculty and staff
    - Rank, Tenure, & Promotion
    - Reappointment
    - EEO/AA
    - Diversity (including special hiring initiatives)
    - Faculty Development, including but not limited to; research, scholarship, creative activity, or sabbatical.
4. Student-to-Faculty ratios for all components of the curriculum (studio, classroom/lecture, seminar)
5. Square feet per student for space designated for studio-based learning
6. Square feet per faculty member for space designated for support of all faculty activities and responsibilities
7. Admissions Requirements
8. Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs
9. Policies on use and integration of digital media in architecture curriculum
10. Policies on academic integrity for students (e.g., cheating and plagiarism)
11. Policies on library and information resources collection development
12. A description of the information literacy program and how it is integrated with the curriculum

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria

The reformulation of the NAAB Conditions for Accreditation was noticed early by the Department leadership and led to curricular changes in some of our course offerings. This was accomplished through a process of long-range planning involving several faculty retreats, consultations with the Department's curriculum committee and the formation of several faculty sub-committees to bring about the required changes.

While it may be argued there were no significant changes to the content of the courses, there were changes to the way the content is delivered and how it studios are coordinated with other courses. This has provided a higher level of integration between design courses and lectures, the strengthening of the comprehensive third year studio. Other courses received "tune ups" as is the case of the fifth-year senior project.

The Department was asked by the University's Division of Academic Affairs to normalize syllabi (this was already largely done) to promote transparent reporting on the intended curricular outcomes, the exercises embedded in every class, the grading and the inclusion of the University, College, and Department policies.

The following is a commentary on the Department's approach to address each NAAB condition.

<u>Realm A: Critical Thinking and Representation</u>

A.1. Communication Skills

Undergraduate writing and speaking skills are an essential part of each student's general education, but the development of writing is a requirement for all history classes in the curriculum ARC 361, 362, 363 & 464. Professional Practice 471 also has a writing component that deals with ethics. All students prepare a culminating experience that is written in ARC 491 and 494. The ability to speak is stressed in informal and formal studio presentations. Students are required to make verbal presentations each quarter for each studio. All students make a verbal public defense of their senior project. Outside of the design studio sequence the students typically do case study work and presentations in the history sequence ARC 361 and 362.

Graduate students are expected to arrive with a solid writing background from their under graduate experiences. The graduate students share the same curricular requirements in the lecture classes listed above, as they are required classes in both degree programs. Graduate students also are required to complete a culminating experience. This is either a project and written project development or written thesis paper. Graduate students are similarly required to make verbal presentations in each design studio in the curriculum. All students make a verbal public defense of their thesis project.

A.2 Design Thinking Skills

Undergraduates are required to take ARC 299 Critical Thinking for Architects that attempts to train the students to receive, process, evaluate, and act upon new information. Students are asked to read papers that are often not architecture-focused. They are challenged through quizzes and related exercises to form their own opinions and formulate responses to their positions. Faculty present papers and discuss their own research in hopes of stimulating responses based on a critical stance viz-a-viz the facts being presented.

Graduate students are typically expected to come to the program with a measure of critical thinking skills, but the design studio and specialized lecture that is attached to each studio is aimed at the cultivation of critical thinking. Most lecture classes have segregated discussion sections where the faculty address only graduate students on a weekly basis providing

discussion focused on additional skills. The three quarter-long thesis sequence of 691, 694, and 695 stress an integrated development of thinking and analysis leading to the final project.

A.3 Visual Communication Skills

Undergraduates receive significant exposure to a range of visual skills starting in the first class of the curriculum ENV 101/L. This continues throughout the studio sequence and is supported by specific courses focused on digital techniques. The curriculum committee has initiated changes to the way students receive instruction in design and representational media, both traditional such as hand-drawing and computational. The Department, in collaboration with the Dean's Office, has secured faculty and student subscriptions to the Lynda.com software training site. Students learn design software in a measured and gradual way and gain fundamental abilities that are integrated with the studio projects. The strength of using this service is that the students' progress can be tracked by the faculty teaching the course.

Graduate students are introduced to visual techniques throughout the three-year studio sequence. Analog skills are specifically used in the ARC 501/L studio. Graduate students have a one-year long supplemental course sequence 551, 552, and 553 (591). These courses are an accelerated immersion into a range of software. The digital class sequence is tied to learning outcomes in studio. Graduate students will also have universal access to the Lynda.com system of tutorials when that system comes on line.

A.4 Technical Documentation

Undergraduates are required to engage in technical documentation though the integrated ARC 301/L Studio with a structural design component (ARC 321) and a concurrent design documentation component (ARC 342), which asks the students to draw design and construction details for a building they are currently designing. By coordinating the structural design and the design documentation aspects of the ARC 301/L project, the Department has clarified the design process and made it more accessible to students. Technical documentation though the use of wall sections is a requirement of the third year spring quarter 303L studio and senior project (ARC 495). Students are introduced to the organization of construction documents and specifications in Professional Practice (ARC 471/A).

Graduates take a parallel studio ARC 504/L that matches the ARC 301/L curriculum. Graduate students are enrolled in the same support classes and execute the same studio project as the undergraduates. ARC 505/L deals with a larger design project but also requires the development of a wall section as part of the design process and presentation. Graduate students are also required to provide a technical wall section or other technical documentation of their final Thesis design. As with the undergraduates, graduate students are introduced to the organization of construction documents and specifications in Professional Practice (ARC 471/A).

A.5 Investigative Skills

Undergraduates are asked to conduct research at many points in the curriculum. It begins in Critical Thinking for Architects (ARC 299/A) where students are asked to investigate historic architect-designed houses in Ontario and Riverside, CA by accessing local libraries and archives. The ARC 202 programming lectures requires students to do case studies of a variety of Museums. Senior Project Research (ARC 491) requires students to research their chosen topic, site and building type. Senior project faculty members critically assess their work for completeness and applicability to the issue at hand. The student's ability to perform relevant research is tested for reliance on original sources, factual correctness, applicability to the topic, and overall logic.

Graduate students develop additional investigative skills in the ARC 506/L studio. This studio typically engages a larger scale urban project and focuses on how research is tied to the development of the design solutions. All graduates utilize significant investigative skills in the ARC 691, 692, and 695 thesis sequence.

A.6 Fundamental Design Skills
Undergraduate exposure to and refinement of basic design and environmental principles is disseminated throughout the curriculum. The Department has insisted on a much more structured approach to syllabi with special regards to the first two years of design instruction. Syllabi have been standardized, exercises have been revised and the critical review of instructor performance has been used to assess design instruction and to revise studio assignments.

Graduate students are engaged in foundational design skill development principally in ARC 501/L and 502/L design studios and lectures.

A.7 Use of Precedents
Undergraduates are exposed to the use of precedent in most design studios at Cal Poly Pomona. All studios begin with a research phase, typically involving the use of case studies to explore issues of building type, technological innovation, materials, sustainability, and/or historical changes. Studio syllabi use the case study method to apply rigor and critical observation to the notion of precedents in design. The research on design precedents is typically presented in studio and discussed for applicability and thoroughness. Case studies are required as part of the research phase of Senior Project, where they are used to deepen the analysis of building type to arrive at more robust conclusions.

Graduate studios similarly require precedent research not only as a basis for design discussion, but also for budget and programmatic analysis in ARC 505/L.

A.8 Ordering Systems Skills
Undergraduates are introduced to ordering systems during the first year design studios where they examine built environments at the urban, district, block and individual building scales. The examination of ordering systems continues in second and third year studios where students are asked to design buildings that fundamentally rely on a systemic approach to the functional and programmatic aspects of their design. Specific exercises in building analysis ask the students to diagram the ordering principles of significant buildings. This includes documenting structure, envelope, fenestration, circulation, lighting strategy, and program of a variety of buildings.

Graduate students are introduced to ordering systems in the ARC 501/L and the ARC 502/L design studio and the concurrent lecture content.

A.9 Historical Traditions and Global Culture
Undergraduates are principally exposed to historical traditions in the four quarter required architectural history sequence ARC 361/A, 362/A, 363/A and 424/A. The ARC 299/A course, Critical Thinking in Architecture has exercises based on human inhabitation in foreign countries. Our diverse and multi-cultural teaching staff regularly offer studios in foreign settings such as Turkey, Haiti, Mexico, China, Italy and parts of Europe. These studios serve to contrast accepted local building practices with alternative expressions borne out of differences in climate, financial capacity and local building traditions. Our student population is extremely diverse and is engaged in differences in traditions and cultures as a matter of daily life on campus and in the Southern California community.

Graduate students follow the same history sequence as the undergraduate as part of their curricular requirements. The graduate student population includes international students that add to the diversity of experience. Graduate students have access to the international studios that the undergraduates participate in the summer prior to their third year and during the third year of the curriculum.

A. 10 Cultural Diversity
Undergraduate and graduate students in our program are the picture of cultural diversity. As noted elsewhere we have arguably one of the most diverse student populations in the country.

The growing realities of global practice, coupled with the diverse student body and faculty, make cultural diversity a welcome topic of discussion in classes, seminars, and design studios. We have offered classes in culturally and economically diverse settings (such as Tijuana and Veracruz, Mexico), where the realities of a depressed economy overlaid on different conceptualizations of family, serve to educate students and challenge them to understand and adequately serve different populations.

A. 11 Applied Research

All Cal Poly Pomona students are made aware of the role of applied research and the role it plays in design, through design studios focused on materials science (pre-fabrication, concrete construction, Haiti Studio, etc.), the emerging field of robotics in architecture (NASA Studios), and sustainability, where the monitoring of conditions within buildings is linked to the use of appropriate technologies for shading, cooling, heating and ventilation.

Graduate students in particular are invited to participate in research projects conduced in Historic Preservation, Structures, Construction, Behavioral Factors and Sustainability. Students act as research assistants and co-author materials for publication and conference presentations.

Realm B: Integrated Building Practices, Technical Skills and Knowledge

B.1 Pre-Design

Undergraduate students are first introduced to pre-design and programing issues in the ARC 202 lecture that supports a program driven design project in the ARC 202L studio. The relation of program and design is further advanced in the multi-family housing studio (ARC 302L.) The undergraduate ARC 494 course is a quarter long exercises specifically focused on pre-design for the development of senior project. Pre-design services are discussed in ARC 471/A Professional Practice during discussion of extra services and legal/ethical issues.

Graduate students work in parallel with the undergraduate studio sequence in ARC 502/L. This studio and lecture addresses much the same content as ARC 202. Programming as a discrete planning and critical thinking activity is introduced in the ARC 505 lecture attached to the ARC 505L studio. This lecture discusses a range of programming techniques and methodologies.

B. 2. Accessibility

Undergraduate students are introduced to ADA requirements at two different levels of knowledge: site and building design. In some courses the goal is to achieve student ability to design for accessibility within buildings, in other courses we aim to nurture continued discussion on accessibility across a site or at the urban scale. The programming lecture course attached to ARC 202L studio deals with building user circulation concerns as part of programming, while the design studio ARC 201L focuses on the development of an ADA compliant site circulation strategy. The strong emphasis of our program on social issues leads to discussions on accessibility as a right of all human beings and as a professional responsibility of the architect. ADA is more formally addressed in the ARC 303 Codes lecture course.

Graduate students are exposed to a similar set of accessibility issues in the ARC 502/L course and studio as well as in ARC 505/L. Graduate students take a required lecture course on building codes (ARC 591) that addresses disabled access requirements

B. 3. Sustainable Design

Sustainability has long been a special interest in our College. The Lyle Center for Regenerative Studies addresses these issues in a holistic way, looking at sustainability an issue of social justice as well addressing technical concerns. The Lyle Center is made up of multidisciplinary faculty

from across the Cal Poly campus. A number of architecture faculty also teach at the Lyle Center.

Sustainability is introduced in Critical Thinking (ARC 299/A) and is a strong focus of the ARC 203/L lecture and design studio taught in the undergrad program in the spring of second year, and in ARC 503/L lecture and studio in spring quarter of first year within the graduate program. Many graduates and undergraduates also take topic studios and professional electives focused on this area of study. Increasingly, students choose to focus on issues of social justice, historic preservation and sustainability in their senior projects and master's theses.

Following the last NAAB visit, the Department of Architecture launched areas of concentration in Sustainability and Historic Preservation. We see these concentrations as central to our mission and fundamental to the education of architects who, as professionals, will responsibly serve society. The Department has continued to strengthen Sustainability as one of its specialized areas of study. We were recognized by *Architect* in their December 2009 issue as one of three U.S. schools of architecture that excel in sustainable design. A number of faculty in the Department regularly publish research papers on sustainability, and two have written books on the subject. By insisting in a research-based approach to design, the faculty continually reinforces the need to develop a critical approach to information and how it is applied to problem solving. This is particularly important in the face of a rapidly changing environmental, social and technological context.

B.4 Site Design

Undergraduates begin developing site planning skills in the ARC 201L design studio and these skills are further developed in the ARC 203L studio. Site planning is also central to both the ARC 302L Housing Studio and the ARC 303L School Studio. ARC 403/L addresses site planning in the larger urban context. Senior project engages site design in the ARC 494 class in parallel with investigations of specific site zoning and program requirements.

Graduate students deal with site design on an abstract level in ARC 501/L. In ARC 503/L they begin to engage the site with a greater understanding of environmental forces. ARC 505/L typically asks students to work on an educational program in an urban context, which requires the development of site strategies. ARC 506/L is focused on the development of site in relation to a specific urban context at a larger scale. Site design in the regulatory context of zoning and programmatic concerns is a required component of the ARC 694 portion of the thesis sequence.

B.5 Life Safety

Life safety is introduced to the undergraduates in ARC 201L in parallel with accessibility issues. This is further reinforced in the ARC 202 lecture and the 202L design studio. The ARC 302 Housing and ARC 303 Codes lecture courses address egress with regard to multifamily dwellings and local and state regulations. Life safety is further discussed in the ARC 341/A, 342A construction courses, in ARC 321, 322 and 323 structures courses and the ARC 331 and 332 Environmental Controls courses.

Graduate students are introduced to egress requirements in ARC 502/L and 503/L. ARC 504/L is a larger scale school project that must comply with stringent exiting requirements. The graduates follow the same course of exposure to life safety as the undergraduates in the construction, structures, controls and codes class.

B.6 Comprehensive Design

Undergraduate students have been engaged in an integrated studio from the time of the last NAAB Accreditation team visit. This integrated studio blends Design, Structures and Construction in one integrated design studio project. In response to shifts in NAAB criteria, external comments,

and the evaluation of ARE scores, the Department has begun a curricular shift focused on the development of greater technical integration. In the past year the undergraduate curriculum has been adjusted to place increased emphasis on the development of a comprehensive studio. Currently the comprehensive studio is ARC 303/L, which takes place in spring quarter third year. This studio is tied to a parallel set of courses in structures, environmental control systems, a combined structures/environmental controls class, and a code compliance course.

The graduate curriculum mirrors the integrated ARC 303/L courses within the ARC 505/L studio. The current plan is to coordinate the efforts of the undergraduate and graduate programs by offering the comprehensive studio with coordinated codes, environmental controls and structures courses during the same quarter, so that deliverables from both studios will more closely coincide.

B.7. Construction Cost Control

Construction costs are informally discussed with undergraduates during the first three years of studio instruction, and depending on the nature of the topic studio also addressed in fourth and fifth year. Research on funding, financial feasibility, and life-cycle costs are important factors in design development, especially for the urban design and housing studios. Feasibility and construction estimating are an integral part of the programming component of Senior Project.

Graduate students deal with construction costs as tied to programming in the ARC 505/L Studio. Cost studies are part of a set of case study projects, which are applied to understating probable cost of a project based on area.

Both grads and undergrads have extensive exposure to costs in Professional Practice ARC 471/A. Methods for developing cost management strategies including cost modeling are discussed. This knowledge is then utilized in a project that requires the development of a cost estimate as part of a fee proposal. The impact of form and surface area relative to volume are discussed as primary concerns, as is construction type. Cost control measures are discussed with regard to the delivery of services by phase. Students are asked to use this knowledge to develop a basic cost estimate for their buildings in senior project (undergrads) and Thesis (grads).

B.8. Environmental Systems

Undergraduates and graduates take the same Environmental Controls course sequence (ARC 331/A and 332/A). Environmental control systems play a significant role in the Department's curriculum. Professor Hofu Wu teaches both the integrated sustainable design studio and lecture course(ARC 499) and environmental controls. He has conducted numerous research projects on building performance funded by federal, state, and local government agencies plus private utility entities. Dr. Wu specializes in passive and active architectural design that integrates day lighting and electrical lighting. His students have received DLF-LA's luminaire design awards every year for the last 12 years and he and his students have won several International Leading-Edge Student Design competitions. In addition to his sustainability topic studios and senior project, Professor La Roche teaches Solar/Daylighting and Energy Conservation courses. His research interests include passive cooling systems, and low energy, carbon neutral architecture, having published more than 120 papers in conferences and journals worldwide in these topics and recently authored Carbon Neutral Architectural Design (CRC Press-Taylor Francis, 2011). As a practitioner, he has implemented his research findings on low energy architecture, sustainability and environmental control systems in many types of projects.

B. 9. Structural Systems

Undergraduates and graduates take the same ARC 321/A, 322/A and 323/A structures course sequence. This course sequence is a lecture format with fundamentals described in the first

course and the second course is tied to the ARC 303 and ARC 504 design studio where structure is applied in to the individual studio project in theory though the development of a framing model and in practice though a series of calculations tied to footings and the sizing of members in the system. The integration of structure in the studio is now being extended to the ARC 303 comprehensive studio and will become part of the ARC 505 studio for graduates utilizing a consultant team to assist the studio instructor. The final required structures class is focused on lateral forces and is taught in lecture format with physical testing activities.

B.10 Building Envelope Systems
Undergraduates and graduates take the same course sequences to develop their knowledge and application of building envelope systems. This includes coursework in the environmental controls course ARC 332/A and the construction classes ARC 341/A and 342/A. Building envelope design is a component of the ARC 301/L and 303L undergraduate studios and studios ARC 504/L & 505/L at the graduate level.

Since 2010, the Department of Architecture has co-sponsored a Building Enclosure Sustainability Symposium (BESS) with the firm Simpson Gumpertz & Heger, Inc. Faculty members La Roche, Lin and Fox have been speakers in the program, and many of our students have participated in poster sessions at the conference.

B.11 Building Service Systems
Undergraduates and graduates study building service systems within the ARC 331/A, 332/A, environmental controls courses. In Spring 2012, the Department initiated a new building systems integration course (ARC 499), taught by Professors McGavin and Wu, tied to the ARC 303L comprehensive studio. This class has been taught for two years. A similar course will be developed for the graduate students starting in 2014.

B. 12. Building Materials and Assemblies
Undergraduates and graduates take the same materials construction course sequences ARC 341/A and 342/A. The development of construction means, methods and assemblies is also part of ARC 301L and ARC 504L design studios.

<u>Realm C: Leadership and Practice</u>

C.1 Collaboration
Undergraduate students are introduced to collaboration within the ENV disciplines in their first quarter of study in ENV101/L. The required urban design lecture and studio ARC 403/L is a team-based, cross-disciplinary course taught by both landscape architecture and architecture faculty. In this course, students from both disciplines, work together on a team project.

Graduate students do team exercises in a number of studios. Their main collaborative experience takes place in ARC 506/L, the urban lecture and studio. This studio often includes graduate students from Landscape Architecture to work on an interdisciplinary team.

C.2 Human Behavior
Undergraduate students are asked to examine and understand aspects of human behavior and its effects on design in the second year ARC 201 studio lecture course. The course includes content on the development of suburbia, the changes to our natural environments, and the study of cultural behaviors in both domestic and foreign human groups. Students study the formation of gender roles, notions of privacy, labor and the various modes of shelter through the examination of cultural differences in far ranging groups of people.

Graduates students are all required to take ARC 481 Behavioral Factors. This class covers many of the same topics as the ARC 201, but is more directed at the graduate students and serves as a preparation for research topics that often appear in the ARC 691, 694 and 695 Thesis.

C.3 Client Role in Architecture
This condition was amplified to include the needs of the public and the community. Cal Poly Pomona has for some years offered studios that are community-based or have as principal aims the betterment of the public realm. This includes the topic studios based on the needs of actual communities (such as the Tijuana, Haiti, and the historic preservation studios.) The needs of the public and community are also addressed in the undergraduate ARC 403/L and graduate ARC 506/L urban design lectures and studios. These urban design studios typically use actual design projects as the focus of the studio, working with local groups and city agencies.

All students are exposed to the legal and ethical responsibilities that the architect has to the client in ARC 471/A Professional Practice

C.4 Project Management
All undergraduates and graduates are exposed to office organization and specific team roles in the ARC 471/A Professional Practice course. Project management is described in the context of office typology and project delivery methodologies. Students engage in the development of a work plan for a prototypical project budget based on a calculated fee. The students are asked to describe responses to specific what if conditions and describe how these would impacts their management plan.

C.5 Practice Management
All undergraduates and graduates are exposed to practice management in Professional Practice ARC 471/A. Topics include office formulation, organizational structure, legal structure, liability, marketing, taxation and finance/fees.

C.6 Leadership
Leadership is a part of every design studio, but it is most emphasized in the undergraduate ARC 403/L and the graduate ARC 506/L studios in the context of making larger planning and community decisions. All students are instructed in the role of the architect in practice and the community in Professional Practice ARC 471/A. This course looks at the AIA's role in practice and the architect's interaction with various regulatory agencies. As part of the course all students attend and document a local design review meeting to assess the performance of an architect in this regulatory context. Students are provided credit in a range of classes, including ARC 471/A, for participation and leadership in AIAS and encouraged to discuss lessons learned from this leadership in classroom discussion.

C.7 Legal Responsibilities
C.8 Ethics and Professional Judgment
All undergraduates and graduates are instructed in the legal parameters of Professional Practice in ARC 471/A. These are discussed in the context of various case studies from the instructor's personal practice. Liability is discussed in the context of contracts and various organizational structures of practice, as well as how an architect limits personal liability through insurance and standard of care.
Students in ARC 471/A analyze case studies for exposure to the AIA Cannons of Ethics and how these play a role in professional judgment. These case studies are taken from real past experiences from the instructor's practice. Students are also presented with an ethical dilemma and asked to propose possible ethical solutions to the situation. The actual resolution of the scenario is presented following these discussion, and differences between the real and the

student solutions are discussed. All students are asked to write about the ethical dimensions of the participants in the Design Review observation assignment.

C.9 Community and Social Responsibility

Undergraduate students are introduced to social responsibility and community engagement in the ARC 299 lecture course in the first year of the program. These ideas are reinforced in the development of projects that have a social dimension or community focus in subsequent design studio. The ARC 302L housing studio is aimed at understanding low-income housing and the need for architects to make decisions in the context of larger community goals. ARC 403L urban design studio explores these dimensions as well, but at a larger scale.

Graduate students engage community and social responsibility in the ARC 481 human behaviors course and in the urban design studio ARC 506/L. Most graduate thesis projects involve aspects of community and social responsibility.

All students are engaged in a discussion of social responsibility in the ARC 471/A course as part of discussions on the legal and ethical responsibilities of practice.

Undergraduate Program in Architecture / Student Performance Criteria per NAAB 2009 Conditions Revised 2013

	Realm A Critical Thinking and Representation											Realm B: Integrated Building Practices, Technical Skills and Knowledge												Realm C: Leadership and Practice									
	Communication skills	Design thinking skills	Visual communication skills	Technical documentation	Investigative skills	Fundamental design skills	Use of precedents	Ordering systems skills	Historical traditions and global culture	Cultural diversity	Applied research	Pre-design	Accessibility	Sustainability	Site design	Life safety	Comprehensive design	Financial considerations	Environmental systems	Structural systems	Building envelope systems	Building service systems	Building materials and assemblies	Collaboration	Human behavior	Client role in architecture	Project management	Practice management	Leadership	Legal responsibilities	Ethics and professional judgement	Community and social responsibility	Faculty
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C7	C8	C9	2013
Studio Lectures and Studios (L)																																	
ARC 101/101L																								■									Ramirez (Lecture/Coord), Ayyuce, Samareh
ARC 102/102L								■																									Alexander (Lecture/Coord), Ayyuce, Escalante, Samareh
ARC 103/103L								■																									Alexander (Lecture/Coord), Ayyuce, Escalante, Samareh
ARC 201/201L			■			■		■					■		■										■								Lawrence (Lecture), Dickson (coord), Lin,Pang, Perlas, Wu
ARC 202/202L			■			■	■					■																					Lorenzen(Lecture),Lin (coord), Itani, Milofsky, Pang, Perlas
ARC 203/203L			■			■								■	■																		La Roche (Lecture/Coord), Itani, Pang, Perlas
ARC 301/301L																																	McGavin (Lecture), Proctor (coord), Itani, McFadden, Pang, Schulitz
ARC 302/302L							■			■																						■	Ramirez (Lecture/Coord), Hoyos, Itani, Pang
ARC 303/303L				■									■			■	■				■												Wittasek (Lecture), Ramirez (Coord), Itani, McFadden, Milofsky
ARC403/403L					■																			■					■			■	Hoyos (Lecture/Coord), Murphy, Winderman
ARC 401/L & 405/L																																	Hoyos, La Roche, Lorenzen, Milofky, Ortenberg, Ramirez, Schmitzberger
ARC 402/L & 406/L																																	Fox, Kapeller, McFadden, Ortenberg, Proctor, Wu
Senior Project																																	
ARC 491	■																																Hoyos (cord), La Roche, Ortenberg, Pang, Schmitzberger (2012)
ARC 494	■	■			■						■	■						■								■							Hoyos (Coord), Lin, Ortenberg, Ramirez, Schmitzberger
ARC 495	■	■									■				■																		Schmitzberger (Corrd), Ortenberg, Pang, Perlas
Required Lectures																																	
ARC 150																																	Alexander
ARC 299 -Digital																																	Lin
ARC 299/299A										■															■								Lawrence
ARC 321/321A																																	McGavin
ARC 322/322A																				■													McGavin
ARC 323/323A																				■													McGavin
ARC 331/331A														■					■			■											LaRoche
ARC 332/332A														■					■			■											Wu
ARC 341/341A																							■										Ferrier
ARC 342/342A				■																	■		■										Fox
ARC 361/361A									■																								Ortenberg
ARC 362/362A									■																								Bricker
ARC 363/363A																																	Ortenberg
ARC 424/424A																				■													McGavin
ARC 450 -Not Given																																	Not Given
ARC 464/464A									■																								Bricker
ARC 471/471A																		■								■	■	■	■	■	■		Dickson
ARC499-Integrated																	■					■											McGavin/Wu

Graduate Program in Architecture / Student Performance Criteria per NAAB 2009 Conditions Revised 2013

	Realm A Critical Thinking and Representation											Realm B: Integrated Building Practices, Technical Skills and Knowledge												Realm C: Leadership and Practice									Faculty
	Communication skills	Design thinking skills	Visual communication skills	Technical documentation	Investigative skills	Fundamental design skills	Use of precedents	Ordering systems skills	Historical traditions and global culture	Cultural diversity	Applied research	Pre-design	Accessibility	Sustainability	Site design	Life safety	Comprehensive design	Financial considerations	Environmental systems	Structural systems	Building envelope systems	Building service systems	Building materials and assemblies	Collaboration	Human behavior	Client role in architecture	Project management	Practice management	Leadership	Legal responsibilities	Ethics and professional judgement	Community and social responsibility	
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C7	C8	C9	2013
Studio Lectures and Studios (L)																																	
ARC 501/501L			■			■		■																									de Jarnett
ARC 502/502L			■			■		■																									Schmitzberger
ARC 503/503L			■			■								■																			Wu
ARC 504/504L																																	Fox
ARC 505/505L				■								■	■		■	■	■				■											■	Dickson
ARC 506/506L					■																			■					■			■	Proctor
ARC 601/601L																																	Hoyos, La Roche, Lorenzen, Milofky, Ortenberg, Ramirez, Schmitzberger
ARC 602/602L																																	Fox, Kapeller, McFadden, Ortenberg, Proctor, Wu
Thesis																																	
ARC 691	■																																Bricker
ARC 694	■	■			■		■				■	■						■							■	■							Dickson
ARC 695	■	■									■				■																		Dickson
Required Lectures																																	
ARC 321/321A																																	McGavin
ARC 322/322A																				■													McGavin
ARC 323/323A																				■													McGavin
ARC 424/424A																				■													McGavin
ARC 331/331A														■					■			■											LaRoche
ARC 332/332A														■					■			■											Wu
ARC 341/341A																							■										Ferrier
ARC 342/342A				■																	■		■										Fox
ARC 361/361A									■																								Ortenberg
ARC 362/362A									■																								Bricker
ARC 363/363A																																	Ortenberg
ARC 464/464A									■																								Bricker
ARC 471/471A																		■								■	■	■	■	■	■		Dickson
ARC 481/481A										■	■														■								Lawrence
ARC 551, 552, 553																																	Lin, Colcleugh/Ferrier
ARC 592													■			■																	Wittasek

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation

WASC Western Association of Schools and Colleges Accreditation. WASC was formed in 1962 to promote the welfare, interests, and development of education in the Western Region. It is an independent 501(c)(3) non-profit corporation responsible for the evaluation of the quality and effectiveness of Colleges and universities offering the baccalaureate degree and above in California, Hawaii, Guam and the Pacific Basin. Accreditation is voluntary and attained through a non-governmental process characteristic of American education. The accreditation process aids institutions in developing and sustaining effective educational programs and assures the educational community, the general public, and other organizations that an accredited institution has met high standards of quality and effectiveness.

The Commission accredits institutions, not individual programs. Therefore, in addition to assessing the academic quality and educational effectiveness of institutions, the Commission emphasizes institutional structures, processes, and resources. The accreditation process takes approximately six years to complete. To accomplish this, the University has a WASC Accreditation Steering Committee and two subcommittees, the Capacity and Preparatory Review Subcommittee and the Educational Effectiveness Review Subcommittee. In February 2011, the WASC Commission reaffirmed the University's accreditation for the maximum time, 10 years.

The Commission requested that the campus continue to address:

- Plans to improve retention and graduation;
- Progress in establishing student learning outcomes and assessment plans for all programs;
- Progress in implementing assessment plans for general education;
- Plans to address the effect of the decline in state funding.

II.2.2 Curricular Framework

The Department of Architecture offers two accredited degrees, the B.Arch. and the M.Arch. The B.Arch. is a five-year undergraduate degree program and the M.Arch. I is a 3 year first professional degree program.

II.2.2a Undergraduate Program Bachelor of Architecture First Professional Degree (B. Arch)

The B.Arch., or Bachelor of Architecture, requires 246-quarter units for the degree. These include 68-quarter units of General Education, 10-quarter units of unassigned courses and 168-quarter units within the Department of Architecture. Of these, 16-quarter units are in professional electives, which allow students to focus in Sustainability, Historic Preservation, History/Theory or Digital Media, if they choose to do so. Please refer below to the curriculum sheet, which shows the distribution of required courses and units, and the flow chart, which shows the place for each course in the curriculum and the number of units required each quarter. Please refer to the University Catalog in the Supplemental Information for minors and double majors offered by the University. Popular architecture minors include Regenerative Studies, Art History, Civil Engineering and Business.

The Bachelor of Architecture degree is offered in a five-year curriculum centered on the design studio. The studio sequence consists of three segments: a three-year basic core, a four-quarter group of topic studios taken jointly by fourth and fifth year students, an urban design studio taken in fourth year, and a culminating senior project. Prior to graduation, all students are required to fulfill 500 hours of internship through IDP. A minimum of 250 hours must be with a registered architect and the remaining 250 hours may be with a faculty-approved alternative. The internship hours must be through IDP NCARB and is verified by the Department Internship Coordinator.

Core Courses For Major

Required of all students. A 2.0 cumulative GPA is required in core courses, including sub-plan courses for the major, in order to receive a degree in the major.

Foundations of Design I	ENV 101/101L (4)
Special Topics: Critical Thinking in Architecture	ARC 299/299A (4)
Introduction to Architectural Design	ARC 102/102L (4)
Introduction to Architecture	ARC 103/103L (4)
Foundation for Digital Design Modeling	ARC 150 (2)
Architectural Design	ARC 201/201L (6)
Architectural Design	ARC 202/202L (6)
Architectural Design	ARC 203/203L (6)
Architectural Design	ARC 301/301L (6)
Architectural Design	ARC 302/302L (6)
Architectural Design	ARC 303/303L (6)
Structures	ARC 321/321A (4)
Structures	ARC 322/322A (4)
Structures	ARC 323/323A (4)
Environmental Controls	ARC 331/331A (4)
Environmental Controls	ARC 332/332A (4)
Building Construction	ARC 341/341A (4)
Building Construction	ARC 342/342A (4)
Ancient and Medieval Architecture	ARC 361/361A (4)
Renaissance and Baroque Architecture	ARC 362/362A (4)
Modern Architecture Since 1750	ARC 363/363A (4)
Architectural Design	ARC 401/401L (6)
Architectural Design	ARC 402/402L (6)
Architectural Design	ARC 403/403L (6)
Architectural Design	ARC 405/405L (6)
Architectural Design	ARC 406/406L (6)
Seismic Design in Architecture	ARC 424/424A (4)
Digital Design Media for Architects	ARC 45 (4)
American Architecture	ARC 464/464A (4)
Architectural Practice	ARC 471/471A (4)
Bachelor's Project Research	ARC 491 (2)
Bachelor's Project Programming	ARC 494 (2)
Bachelor's Degree Project	ARC 495 (8)
Total Core Courses	(152)

Professional Electives

Select 16 units from below or from approved supplemental Department list:

Adv. Structures	ARC 425 (4)
Solar/Daylighting	ARC 431 (4)
Energy Conservation	ARC 433 (4)
Advanced Digital Design Media	ARC 452 (4)
DECAF	ARC 453 (4)
Interactive Media for Architecture	ARC 454 (4)
Animation / Simulation Design Methods	ARC 456 (4)
Preservation Architecture	ARC 460 (4)
California Architecture	ARC 467 (4)
Behavioral Factors	ARC 481 (4)
Tools for Sustainability	ARC 499 (4)
Advanced Lighting	ARC 499 (4)

Urban Studies	ARC 499 (4)
Healthcare	ARC 499 (4)
Community Practicum	ARC 499 (4)
Theory As Drawing	ARC 499 (4)
Topics in Preservation	ARC 499 (4)
Special Topics	ARC 499 (4)
Neutra Docents	ARC 499 (4)
Robotics	ARC 499 (4)
Space Architecture	ARC 499 (4)
Topics in Design History	ARC 567 (4)
Directed Study	ARC 591 (2-4)
Directed Study	ARC 592 (2-8)

Required Support Courses
The following major support courses should be used to satisfy the indicated GE requirements. If these courses are not used to satisfy GE, the total units to degree may be more than 246 units.

Advocacy and Argument (A2)	COM 204 (4)
Freshman English II (A3)	ENG 105 (4)
Trigonometry (B1)	MAT 106 (4)
College Physics/Laboratory (B2)	PHY 121/121L (3/1)

Interdisciplinary General Education
The Department of Architecture Highly recommends that students starting in the program as freshmen take the Interdisciplinary General Education (IGE) program coursework to partially meet their general education degree requirements. IGE coursework is as follows:

Consciousness and Community	IGE 120 (4)
Rationalism and Revelation	IGE 121 (4)
Authority and Faith	IGE 122 (4)
Culture and Contact	IGE 220 (4)
Reform and Revolution	IGE 221 (4)
Individualism and Collectivism	IGE 222 (4)
Promise and Crisis	IGE 223 (4)
Connections Seminar	IGE 224 (4)

General Education Requirements
Unless specific courses are stated under Support Courses, see the list of approved courses under General Education Requirements, Areas A through E.

Area A, Communication and Critical Thinking	(12 units)
1. Written Communication	(4)
2. Oral Communication	(4)
3. Critical Thinking	(4)

Area B. Mathematics and Natural Sciences	(16 units)
1. Mathematics/Quantitative Reasoning	(4)
2. Physical Science	(4)
3. Biological Science	(4)
4. Science and Technology Synthesis	(4)

Area C. Humanities	(16 units)
1. Fine and Performing Arts	(4)
2. Philosophy and Civilization	(4)
3. Literature and Foreign Languages	(4)
4. Humanities Synthesis	(4)
Area D. Social Sciences	(20 units)
1. U.S. History, Constitution, and American Ideals	(4)
2. History, Economics, and Political Science	(4)
3. Sociology, Anthropology, Ethnic and Gender Studies	(4)
4. Social Science Synthesis	(4)
Area E. Lifelong Understanding and Self-development	(4 units)
Unrestricted Electives:	0-10 Units

II.2.2b Bachelor of Architecture Flow Chart (246 units)

FIRST YEAR		**53 UNITS (21 ARC / 32 GEs)**
Fall quarter		**(17 units)**
ENV 101/101L	Foundations of Design I	(2/2)
ARC 299	Lecture Series	(1)
G.E. Area A-1		(4)
G.E. Area B-1		(4)
G.E. Area D-1a or IGE 120		(4)
Winter quarter		**(17-19 units)**
ARC 102/102L	Intro to Architectural Design	(1/3)
ARC 150	Foundations for Digital Modeling	(2)*
ARC 299	Lecture Series	(1)
G.E. Area A-3		(4)
G.E. Area B-3		(4)
G.E. Area E or IGE 121		(4)
Spring quarter		**(17-19 units)**
ARC 103/103L	Intermediate Architectural Design	(1/3)
ARC 299	Lecture Series	(1)
ARC 299/A	Critical Thinking in Architecture	(4)
ARC 150	Foundations for Digital Modeling	(2)*
G.E. Area C-3		(4)
G.E. Area D-3 or IGE 122		(4)

* Students may take ARC 150 in winter or spring quarter of the first year.

SECOND YEAR		**60 UNITS (40 ARC / 20 GEs)**
Fall quarter		**(20 units)**
ARC 201/201L	Human Behaviors/ Architectural Design	(3/3)
ARC 299	Digital Media	(2)
ARC 361/361A	Ancient and Medieval Architecture	(3/1)
G.E. Area B-2		(4)
G.E. Area D-2 or IGE. 220		(4)
Winter quarter		**(20 units)**

ARC 202/202L	Programming/Architectural Design	(3/3)
ARC 299	Digital Media	(2)
ARC 362/362A	Renaissance and Baroque Architecture	(3/1)
G.E. Area A-2		(4)
G.E. Area C-1 or IGE 221		(4)

Spring quarter		**(20 units)**
ARC 203/203L	Sustainability/ Architectural Design	(3/3)
ARC 299	Digital Media	(2)
ARC 363/363/A	Modern Architecture since 1750	(3/1)
ARC 341/341A	Building Construction 1	(3/1)
G.E. Area D-1b or IGE 222		(4)

THIRD YEAR **(54) (46 ARC / 8 GEs)**

Summer quarter travel or study abroad
Summer quarter work towards completion of 500 hour work experience requirement

Fall quarter		**(18 units)**
ARC 301/301L	Construction / Architectural Design	(3/3)
ARC 321/321A	Structures	(3/1)
ARC 342/342A	Building Construction 2	(3/1)
GE or IGE 223		(4)

Winter quarter		**(18 units)**
ARC 302/302L	Housing / Architectural Design	(3/3)
ARC 322/322A	Structures	(3/1)
ARC 331/331A	Environmental Controls	(3/1)
GE or IGE 224	Connections Seminar	(4)

Spring quarter		**(18 units)**
ARC 303/303L	Codes / Architectural Design	(3/3)
ARC 323/A	Structures	(3/1)
ARC 332/A	Environmental Controls 2	(3/1)
ARC 499 (450)*	Building Integration	(4)

* Currently the students use ARC499 for ARC450. In 2014 ARC 450 will be reinstated in 4th year and ARC499 will remain as 472/A.

FOURTH YEAR **(46-54) (42-46 ARC / 0-8 GEs)**

Summer quarter travel or study abroad
Summer quarter work towards completion of 500-hour work experience requirement

Fall quarter		**(14-18 units)**
ARC 401/401L	Topic Studio	(3/3)
ARC 471/471A	Architectural Practice	(3/1)
ARC 464/464A	American Architecture	(3/1)
Unrestrictive or ARC 400 level Professional Elective		(2) or (4)

Winter quarter		**(14-18 units)**
ARC 402/402L	Topic Studio	(3/3)
ARC 424/424A	Seismic	(3/1)
GE or ARC 400 level Professional Elective		(4)
GE or ARC 400 level Professional Elective		(4)

Spring quarter	**(14-18 units)**
ARC 403/403L L Architectural Design	(3/3)
GE or ARC 400 level Professional Elective	(4)
GE or ARC 400 level Professional Elective	(4)
Unrestrictive or ARC 400 level Professional Elective	(2) or (4)

FIFTH YEAR	**(44-48) (40-48 ARC / 0-8 GEs)**
Fall Quarter	**(14-16 units)**
ARC 405/405L Architectural Design	(3/3)
ARC 491 Bachelor's Project Research	(2)
GE or ARC 400 level Professional Elective	(4)
ARC 400 level Professional elective	(2) or (4)
Winter Quarter (16 units)	
ARC 406/406L Architectural Design	(3/3)
ARC 494Bachelor's Project Programming	(2)
GE or ARC 400 level Professional Elective	(4)
ARC 400 level Professional Elective	(2) or (4)
Spring Quarter (12-16 units)	
ARC 495Bachelors degree Project	(8)
ARC 400 level Professional Elective	(2) or (4)
ARC 400 level Professional Elective	(2) or (4)

II.2.2c Graduate Program Master of Architecture First Professional Degree (M. Arch I)
The M.Arch., or Masters of Architecture, requires 152 quarter units for the degree, of which 60 quarter units are at the 500 and 600, or graduate, level. While the majority of their required courses are the same curricular content required in the undergraduate curriculum, studio and theses courses are offered separately for the graduate students. Students are admitted with an undergraduate degree in another field and have already completed their General Education requirements. Students with a four-year degree in architecture may also be admitted with advanced standing, which is determined on a case-by-case basis. Of the 152 required quarter units, 24 are in professional electives. The M.Arch. students are offered two concentrations: Sustainability and Historic Preservation. Please refer below to the curriculum sheet, which shows the distribution of required courses and units, and the flow chart, which shows the place for each course in the curriculum and the number of units required each quarter.

Prerequisite Courses

Course Name	Course Number (Units)
Structures	ARC 321/321A (3/1)
Structures	ARC 322/322A (3/1)
Structures	ARC 323/323A (3/1)
Environmental Controls	ARC 331/331A (3/1)
Environmental Controls	ARC 332/332A (3/1)
Building Construction	ARC 341/341A (3/1)
Building Construction	ARC 342/342A (3/1)
Ancient and Medieval Architecture	ARC 361/361A (3/1)
Renaissance and Baroque Architecture	ARC 362/362A (3/1)
Modern Architecture Since 1750	ARC 363/363A (3/1)

Seismic Design	ARC 424/424A (4)
American Architecture	ARC 464/464A (3/1)
Behavioral Factors in Architecture	ARC 481 (4)
Introduction to Architectural Design	ARC 501/501L (3/3)
Introduction to Architectural Design	ARC 502/502L (3/3)
Intermediate Architectural Design	ARC 503/503L (3/3)
Architectural Design	ARC 504/504L (3/3)
Architectural Design	ARC 505/505L (3/3)
Architectural Design	ARC 506/506L (3/3)
Building Codes	ARC 529 (2)
Introduction to Digital Media	ARC 591 (2)
Total Prerequisite Units	**100**

Masters Courses

Course Name	Course Number (Units)
Advanced Architectural Design	ARC 601/601L (3/3)
Advanced Architectural Design	ARC 602/602L (3/3)
Project/Thesis Research	ARC 691 (4)
Project/Thesis Programming	ARC 694 (4)
Master's Project or	ARC 695 (8)
Master's Thesis	ARC 696 (8)
Professional Electives	24
Total Masters Level Units	52

Elective Courses

Course Name	Course Number (Units)
Adv. Structures	ARC 425 (4)
Solar/Daylighting	ARC 431 (4)
Energy Conservation	ARC 433 (4)
Advanced Digital Design Media	ARC 452 (4)
DECAF	ARC 453 (4)
Interactive Media for Architecture	ARC 454 (4)
Animation / Simulation Design Methods	ARC 456 (4)
Preservation Architecture	ARC 460 (4)
California Architecture	ARC 467 (4)
Behavioral Factors	ARC 481 (4)
Tools for Sustainability	ARC 499 (4)
Advanced Lighting	ARC 499 (4)
Urban Studies	ARC 499 (4)
Healthcare	ARC 499 (4)
Community Practicum	ARC 499 (4)
Theory As Drawing	ARC 499 (4)
Topics in Preservation	ARC 499 (4)
Special Topics	ARC 499 (4)
Neutra Docents	ARC 499 (4)
Robotics	ARC 499 (4)
Space Architecture	ARC 499 (4)
Topics in Design History	ARC 567 (4)
Directed Study	ARC 591 (2-4)
Directed Study	ARC 592 (2-8)

II.2.2d Master of Architecture Flow Chart (152 Units)

FIRST YEAR		**52 UNITS**
Fall quarter		**(16 units)**
Arc 501/501L	Intro to Architectural Design 1	(3/3)
Arc 361/361A	Ancient and Medieval Architecture	(3/1)
Arc 481	Behavioral Factors in Architecture	(4)
Arc 550 (591)	Introduction to Digital Media	(2)
Winter quarter		**(18 units)**
Arc 502/502L	Intro to Architectural Design 2	(3/3)
Arc 331/331A	Environmental Controls 1	(3/1)
Arc 362/362A	Renaissance and Baroque Arch	(3/1)
Arc 450	Digital Design Media	(4)
Spring quarter		**(18 units)**
Arc 503/503L	Intermediate Architectural Design	(3/3)
Arc 332/332A	Environmental Controls 2	(3/1)
Arc 341	Building Construction 1	(4)
Arc 363/363A	Modern Architecture since 1750	(3/1)

SECOND YEAR		**52 UNITS**
Summer quarter work towards completion of 500 hour work experience requirement		
Fall quarter		**(18 units)**
Arc 504/504L	Architectural Design (w/Arc301)	(3/3)
Arc 321/321A	Structures 1	(3/1)
Arc 342	Building Construction 2	(4)
Arc 471	Architectural Practice	(3/1)
Winter quarter		**(18 units)**
Arc 505/505L	Architectural Design 2	(3/3)
Arc 322/322A	Structures 2	(4)
Arc 464/464A	American Architecture	(3/1)
Arc xxx	Professional Architecture Elective	(4)
Spring quarter		**(16 units)**
Arc 506/506L	Architectural Design 3	(3/3)
Arc 323/323A	Structures 3	(4)
Arc 570 *(591)*	Building Codes	(2)
Arc xxx	Professional Architecture Elective	(4)

THIRD YEAR		**46-48 Units**
Summer quarter travel or study abroad		
Summer quarter work towards completion of 500-hour work experience requirement		
Fall quarter		**(18 units)**
Arc 601/601L	Advanced Arch Design (Topics)	(3/3)
Arc 691	Project/Thesis Research	(4)
Arc xxx	Professional Architecture Elective	(4)
Arc xxx	Professional Architecture Elective	(4)
Winter quarter		**(17-18 units)**
Arc 602/602L	Advanced Arch Design (Topics)	(3/3)
Arc 694	Project/Thesis Programming	(4)
Arc 424/424A	Seismic Design	(3/1)
LA /RS/URP xxx	Required Interdisciplinary Elective*	(3-4)

Spring quarter		**(12 units)**
Arc 695	Master's Degree Thesis/Project	(8)
Arc xxx	Professional Elective	(4)
	Third Year Units	(46-48)

Graduate Level Concentrations in Sustainability and Historic Preservation

Graduate students in the M.Arch. I program may choose one of two concentrations: Sustainability and Historic Preservation. These concentrations require the students to take a group of specialized topic studios and professional electives. The concentration in Historic Preservation also requires the students to take a course in Cultural Resources Management offered by Anthopology faculty and a course in URP in Urban Development.

II.2.2e Master of Architecture II

In accordance with NAAB policy the program has dropped all reference to an MArch II second professional degree as a NAAB degree. We have not admitted any students to this program in the past 4 years. The University recognizes our 52 unit final year of our 3-year program as a Master's Degree according to State requirements. The Department currently accepts students to the Masters I curriculum and grants a maximum of one-year advanced standing. This requires all students to take coursework in Professional Practice (California Law), Seismic Design and California Architecture. The Department is considering the development of a new degree program as a Master of Science in Architecture degree as a one-year program that would be separate from the NAAB degree sequence. It takes considerable effort to develop new programs within the State of California due to budgetary restrictions so the progress on development of this degree as a specialized degree has not been a priority.

II.2.2f Master of Interior Architecture

In the Fall of 2010 the Department launched a new degree program in Interior Architecture. The program is a joint program offered though the College of the Extended University at Cal Poly in collaboration with the UCLA Extension UNEX. The program was the activation of an old program that had been approved but tabled more than 10 years ago due to budgetary limits imposed by the University. The program was resurrected as a collaboration with UCLA that generates revenue for the Department to supplement our internal budget and facilitate non-state funded faculty development. The program does not share any curriculum with the NAAB degree programs however resources from this program directly support staff and budgetary needs in the Department of Architecture.

II.2.2g Travel Abroad Programs

Students from both the B.Arch. and M.Arch programs can participate in international programs. While abroad, undergraduate students fulfill units, design studios, and professional electives equivalent to those offered in the fourth year (except for ARC 471-Professional Practice and ARC 424/A-Seismic Design in Architecture). Graduate students can participate in one-quarter summer programs after completing their second year of studies to obtain credit for one design topic studio and two professional electives. The University's International Center provides students with orientation, health insurance and assistance with visas as well as some financial aid. The international study abroad programs are not required.

CSU One-Year Programs

Undergraduate students can participate in several year-long programs run by the CSU system. The standard CSU tuition applies and students are eligible for financial aid. All applicants to the year programs undergo the application process of the CSU in coordination with a one-on-one interview with our department's International Programs Coordinator, Professor Irma Ramirez. Interviews go over student academic progress to date, understanding of financial responsibility, and student maturity and code of conduct. In this process, our department makes recommendations to the CSU regarding our students' participation in the programs.

Italy, CSU's Florence Study Center, Florence
15-20 students per year

Denmark, Danish Institute for Study Abroad, Copenhagen
6-10 students per year

Mexico, Monterrey Tech, Queretaro
1 student per year (recent CSU travel restrictions to Mexico have meant there has been no student participation in the last five years).

Exchange Program – One Year or One-quarter.

Undergraduate students can participate in exchange program for one year or one quarter during their fourth year. These programs are hosted in university campuses. The standard CSU tuition applies and students are eligible for financial aid. As these are exchange programs, we also regularly host 2-4 international students from each of these universities for one-quarter at Cal Poly per year.

Germany
Fachhochschule Biberach, Biberach
Spring Quarter, or One Year.
1-2 students per year

Taiwan
Chao Yang University of Technology, Taichung
Fall quarter or One year
2-4 students per year

Summer One-Quarter Programs.

In the summer programs, students can take an upper division studio and two professional electives, equivalent to the work of one quarter of 4th year or 5th year fall quarter. Undergraduates can participate after their third or fourth year and graduate students after their second year. Summer programs are run under the College of Extended University (CEU). Students pay higher CEU fees and are not eligible for financial aid other than loans. Summer programs undergo a yearly approval process by the College Dean, the University's Office of Academic Affairs, and the Provost. The process reviews academic content, program structure and cost.

ENV China Program, North China University of Technology
5 weeks
10-12 Architecture students per year (20-25 ENV Students)
This is an interdisciplinary program including students from architecture, landscape architecture, and urban planning in Beijing, China. The program encompasses travel and study in Beijing, Shanghai, and Hong Kong. The Program Director is Professor Irma

Ramirez (Architecture), who co-teaches the program with Associate Professor Andrew Wilcox (Landscape Architecture), and Professor Gwen Urey (Urban Planning).

Greece Program: Ecole Speciale, Paris; Fachhochschule Biberach, Biberach; National Technical University, Athens.
6 weeks
20 students per year
(Program did not run summer 2013 due to lack of enrollment and high program cost)
Students in the Greece program spend a week with faculty at the Ecole Speciale in Paris, several days in Italy, and several days with the faculty at Biberach, and four weeks with the faculty at the National Technical University in Athens. The program is led by Professor George Proctor and Professor Emeritus Spyros Amourgis (Architecture).

Special Collaborations

Mexico, Universidad Iberoamericana, Tijuana
Our program has a relationship with Universidad Iberoamericana, which has involved a series of faculty and student exchanges in regularly scheduled courses at each institution.

II.2.3 Curriculum Review and Development

Undergraduate and graduate program curriculum review and development is performed though regular monitoring of the curriculum by the Department Chair, the faculty via faculty meetings, and the Department's Curriculum Committee. The Curriculum Committee is a focused work team made up of tenured faculty that develops the details of curriculum implementation that have been agreed to by the entire Tenure and Tenure-Track faculty.

Curriculum assessment at the Department level employs a variety of resources to inform necessary changes, such as input from members of the profession, alumni, students, and NAAB Criteria. Outside input is gathered through attendance by faculty or the Chair at ACSA, NCARB and IDP Conferences, by attending reviews at other schools, through discussion with outside critics, and via alumni gatherings and surveys. Internal input is done through advising, through meetings with AIAS representatives, and through meetings by the Chair with yearly student cohorts.

The faculty composition of the Curriculum Committee is as follows:

Associate Professor Hoyos, Chair
Professor Bricker
Professor Dickson
Professor La Roche
Professor Lawrence
Associate Professor Lorenzen
Professor McGavin
Professor Proctor
Professor Ramirez

Since the last accreditation visit the Curriculum Committee has made adjustments to both the undergraduate and graduate degree programs. These include the third year Comprehensive Studio ARC303/L, the addition of an integrated structures and environmental controls class specifically tied to ARC303L studio work, adjustments to the undergraduate senior project and graduate thesis. There were also changes to total unit counts in both majors. The graduate unit change has already been implemented and the undergraduate unit-count change will be implemented in 2014.

II.2.3a Undergraduate Third Year Comprehensive Studio

The ARC 303L Comprehensive studio takes place in the spring quarter of the third year curriculum. It is taught concurrently and in coordination with ARC 303 Codes and ARC 499 Building Systems Integration where coordination involves coursework specifically addressing the design studio project. Additionally the integration coordinates workload and deadline scheduling with ARC 323/323A-Structures and ARC 332/332-Environmental Controls. The year the coordinator is Professor Irma Ramirez co-teaching with 3 to 4 other studio faculty. ARC 303 Codes is taught by Lecturer Nate Wittasek; ARC 499 course co-taught by Professor Gary McGavin leading the structural and material integration, and Professor Hofu Wu leading the environmental controls integration. ARC 303 and ARC 499 consist of lectures, guided assignments focusing on the ARC 303L studio project, and faculty serving as consultants in the studio and all studio progress reviews.

The ARC 303L studio project is the design of an elementary school in the city of Los Angeles calling for an urban school building typology. The design problem is set up with strict site restrictions and a compact building program to best serve an urban site (actual site of an LAUSD School), and for tightening the design problem for focused building systems integration. The challenging schedule of a 10-week quarter makes the 3rd year comprehensive studio highly demanding for students (typically four student cohorts of 18-20 students each) and faculty

coordination (4 design instructors, 1 code instructor, and 2 systems integration instructor). In Spring 2012, student work from this collaboration won all student awards, First, Second and Third Place, in the California's Coalition for Adequate School Housing Competition, which focuses on design excellence of Primary Schools in the state of California.

II.2.3b Undergraduate Fifth Year Senior Project

The culminating studio experience of the undergraduate program at Cal Poly Pomona is the Senior Project. Students must demonstrate their capacity to communicate, perform research and design and present a complete architectural design that resembles the experience of project delivery in a professional setting. In 2010 the sequence was re-organized into a cohesive 30-week unified syllabus that balanced design deliverables into three distinct phases. It involves research and site selection (ARC 491) in the fall quarter, programming, building organization and site design (ARC 494) in the winter and architectural design (ARC 495) in the spring. This sequence allows for more time for the architectural design in the spring quarter and importantly, asks the students to make critical design choices in terms of building type and organization as well as site design during the winter quarter.

The students are made aware of the senior project sequence during the spring of 4th year. They are encouraged to come to senior project reviews and perform initial topic and site research during the summer break. In early fall there are a series of senior project meetings with the fifth year class. Students are briefed on what is an acceptable project in terms of topic, size, site selection and complexity. The unified syllabus and a coordinated schedule has several embedded exercises with due dates. This corresponds to a series of key internal reviews where faculty meet to assess progress and propose remedial action if needed. The reviews involve overall site and topic selection during the ARC 491 course, site design and building preliminary design during the ARC 494 course and several progress reviews during ARC 495.

The senior project teaching staff has aligned the content of the senior project with the Student Performance Criteria. In this manner, ARC 491 (Project Research) responds to Realm A Criteria in the areas of communication and investigative skills, the use of precedents, the use of ordering systems skills as we require case studies, and of course, research skills. ARC 494 (Programming and Site Design) addresses the same criteria as above plus Realm B Criteria: Pre-design, Financial considerations and the Client's role in architecture. ARC 495 (Architectural Design) addresses the following Realm A Criteria: Communications skills, Design thinking skills, Investigative skills, Fundamental design skills, Use of precedents, Ordering systems skills and Applied research.

II.2.3c Revisions to the Bachelor of Architecture I degree program

Starting in 2014-2015 the Department of Architecture will change the number of units required for students to complete the B. Arch degree from 246 to 225.This change is our response to:

1. The CSU Title 5 amendment requiring 5-year programs to reduce the required number of quarter units to 225 by fall 2014.
2. The CSU Title 5 amendment increasing GEs from 68-quarter units to 72-quarter units.

Currently the Bachelor of Architecture (B. Arch) degree curriculum requires students to complete a total of 246 units: 68 units of GE, 152 units of core architecture courses, 16 units of architecture electives, and 10 units of unrestrictive electives. The proposed 2014-2015 B. Arch curriculum will change the program's unit count to 225: 72 units of GE, 137 units of core architecture courses, 16 units of architecture electives, and 0 units of unrestricted electives.

While this change was in response to a system-wide decree, the Department took this as an opportunity to make some small, but needed changes to the program. One was to formalize the computer design classes offered every quarter from first year winter quarter to second year

spring quarter. These classes accompany the studios and are taught as hybrid online course utilizing the online video software training service Lynda.com.

The other change will be to combine ARC 491 and ARC494 into one studio, instead of teaching these as separate 2-unit courses. Making the senior project sequence two 6-unit studios, instead of two 2-unit preliminary courses and one studio. This change came in response to dissatisfaction by students and faculty with the amount of time (without the distraction of another studio) to the research, programming, cost and site analysis phases of the project. The senior project will also be run in tracks (housing, public buildings, sustainability, and material research) to avoid having the students all working on different topics. Allowing some flexibility, but having a common set of concerns being addressed within a studio should give the students greater opportunity to exchange ideas. It will also allow us to take better advantage of the expertise of faculty teaching senior project.

The unit count change will come from decreasing the lecture component of the studios from 3 units to 2, while leaving the studio units the same. This means that the lectures will be reduced from a 3-hour once a week class to a 2-hour once a week class. The changes to the curriculum will be as follows:

1. New Required Core Courses:

Course Number	Course Name	Units
ARC 151	Foundation Digital Design Tools 1	1
ARC 152	Foundation Digital Design Tools 2	1
ARC 251	Intermediate Digital Design Tools 1	1
ARC 252	Intermediate Digital Design Tools 2	1
ARC 253	Intermediate Digital Design Tools 3	1
ARC 451	Advanced Digital Design Tools 2	2
ARC 472/472A	Building Integration	3/1

2. Deletion of Required Core Courses:

Course Number	Course Name	Units
ARC 299/299A	Special Topics: Critical Thinking in Architecture	3/1
ARC 150	Foundation for Digital Design Modeling	2
ARC 491	Project Research	2
ARC 494	Project Programming	2

3. Deletion of Unrestricted Electives (from 10 units to 0 units.)

4. Reduction (and renaming) of Required Core Course Units:

Course Number	Course Name	Current Units	New Units
ARC 201/201L	Second Year Design 1	3/3	2/3
ARC 202/202L	Second Year Design 2	3/3	2/3
ARC 203/203L	Second Year Design 3	3/3	2/3
ARC 301/301L	Third Year Design 1	3/3	2/3
ARC 302/302L	Third Year Design 2	3/3	2/3
ARC 303/303L	Third Year Design 3	3/3	2/3
ARC 401/401L	Fourth Year Design 1	3/3	2/3
ARC 402/402L	Fourth Year Design 2	3/3	2/3
ARC 403/403L	Fourth Year Design 3	3/3	2/3
ARC 405/405L	Fifth Year Design 1	3/3	2/3
ARC 406/406L	Senior Project Research & Programming	3/3	2/3
ARC 407/407L	Senior Project Design	8	2/3
ARC 450	Advanced Digital Design Tools 1	4	2

II.2.3d Revisions to the Master of Architecture I degree program

The Department of Architecture has shortened the Master of Architecture I program from 3 years and one quarter to having students complete the degree requirements in three academic years. This decision stems from a variety of issues including the University and the CSU's desire to speed the progress of candidates to graduation. Previously many students were taking an extended period of time to complete and document their required Master's Thesis Project. In many cases students are completing all of the degree requirements other than the thesis design project in 3 years and then taking up to a full year to complete the thesis requirements. This change restructured the ARC 691, 694 and 695 requirements and schedule to be offered consecutively in a student's third-year of the curriculum. In order to shorten the program the Curriculum Committee eliminated 8 units of required course material from the existing 160 unit total. The prerequisite portion of the curriculum constituting 100 units would remain unchanged. The master's degree requirements have been shortened to 52 units for the master's candidacy.

The course requirement for ARC 652 Social Responsibility/Theory has been removed from the curriculum. This course has not been offered in the past 8- years due to the retirement of faculty that developed this course and it has been continually substituted with professional electives. Many of these issues are now addressed in ARC 471 and in ARC 363. An assessment of what students were selecting in their choice of electives has prompted us to reconsider requiring for students to take 8 units of upper division courses in the other programs in the College of Environmental Design. Budget cuts have limited elective offerings in Landscape, Planning and Regenerative Studies. Students were observed to be selecting classes based on time and availability rather than content. Students are now encouraged to select upper division electives from across the entire University and they are approved by the Graduate Coordinator based on the relevance of the course in development of the background and methodology of the culminating experience.

Design studio sequencing for the graduate program is currently under discussion along with parallel discussions about undergraduate Senior Project. In the past 6 years all graduates have had required enrollment in two topic studio classes ARC 601 and ARC 602. The topic studio offerings discussed elsewhere in this document have been under examination as our self-assessment has shown students that have utilized the freedom to select from a range of topics as an opportunity to take all studios that involve team projects. While the collaboration on teams is an important part of the development of design professionals we are finding that some individuals are lacking specific skill sets that have been avoided by reliance on fellow team members covering these skills. These skills are needed for the culminating experience and we are seeking to reinforce independent development of personal skills and course content that is more carefully structured as a required learning experience for all students. The current thinking is that ARC 601 will remain a choice for graduates combined with the undergraduate population but that ARC 602 will become a more focused studio for graduates with a greater emphasis on technical integration into design. The winter of 2014 will be the first test of this practice.

The instruction of digital tools has been an evolving process and one of concern for how best to deal with the disparity of skills for incoming graduate students. Currently the graduates have been moved to a single sequence of courses ARC 591, 592 & 593. The graphic skills in these 2 unit classes are loosely tied to the corresponding first year graduate studio deliverables. As the discussion of on-line instruction though the proposed Lynda.com training materials it is not clear if we will move to a more on-line based level of instruction to augment the studio that does not require more advanced students to repeat coursework on existing skill sets.

II.2.3e Graduate Program Thesis

The California State University requires all Graduate students to complete a culminating experience that demonstrates a range of skills acquired though the course of study. This is the institution's primary means of assessment on the performance of our students. Graduate Students in the Department of Architecture have two alternative tracks to fulfill the culminating experience requirement. The culminating experience commences in the fall of the students third-year of study in the program and tracks though their final year to graduation. All students in the graduate program are required to participate in the thesis sequence. This capstone process can be a written thesis or a combination of a written and design project based thesis. This process is a year-long effort that involves direction from the graduate coordinator; each student also has a faculty advisor or advisors that help to shape the work. All students make a presentation to the collective faculty at the culmination of each of three stages of this process (typically, research, programming and design). The final presentation or defense of the project is conducted publicly and is attended by all faculty and invited academics and design professionals. The final research and design project are synthesized in a bound book that is displayed during exhibits and accreditation visits and used for recruitment of new students. The graduate coordinator monitors the production, collection and evaluation of these materials.

The vast majority of the Architecture graduates choose to develop a thesis project. The thesis project is a three quarter long independent effort. Students begin in ARC 691for a 4.0 unit cohort class that is run by the graduate coordinator. In the class session students are engaged in discussions intended to allow the students to gain an understanding of the range of topics that are possible as well as develop an idea of the scope or scale of project that is feasible in the time period. Students develop several topics of interest and present them to the graduate coordinator. The coordinator helps them sort out the most suitable alternatives and makes recommendations for a full-time faculty member as an advisor that would be best to support their investigation. Students gain the support of a faculty member as an advisor and begin development of problem statement and research outline. Students submit an annotated bibliography along with the outline before developing a draft paper. There is no limit on the length of the research paper but 20 standard pages of fully footnoted and annotated research is the understood minimum requirement. The draft of the paper is submitted to the advisor and a final edited paper must be complete before the student can move on to the send phase in the process.

Students that have successfully completed ARC 691 move on to ARC 694 in the winter quarter of the their third year of study. ARC 694 is a 4.0 unit cohort class that is run by the graduate coordinator. Students engage in class discussions about a range of design projects that can develop out of the research focus of ARC 691. Students receive specific instruction and readings in techniques that lead to the development of a building project program. The size of the program is carefully monitored by the graduate coordinator to ensure that the program is large enough to be a masters level project but also that the program not be overly ambitious exceeding the scope of what is achievable in the course of a year's effort. Site selection and specifics of zoning and legal entitlements are explored to ensure that the proposed project fits appropriately on the site as well as demonstrates compatibility with the surrounding context. Students document building code and cost constraints for the project to ensure feasibility. Students are required to engage an external source as an expert witness in the area of study. Most often this is an architect that has significant experience in this area or sometimes an external professional from an aligned profession or local building official to help validate the feasibility of the proposal. At the end of the ARC 694 coursework the students are responsible for a complete project program document that details the specifics of their building program and site restrictions. Students provide comparative case studies of existing facilities to demonstrate their understanding similar of programmatic needs, contextual responses and design methodologies or key design ideas that will shape the design. This document is typically in draft form and submitted to the graduate coordinator. During the ARC 694 quarter students work with

the graduate coordinator but often consult their ARC 691 advisor for input. The final component of the program proposal is a public presentation by each student to the entire full-time Department faculty. This presentation takes the form of a PowerPoint presentation that calls for each student to outline their research efforts in ARC 691 and then support the case for the project proposal that they have developed in ARC 694. The collective faculty provides direct feedback on the merits of the proposal and the graduate coordinator notes these comments and sends a summary or directive to each student for adjustments that are required prior to commencing ARC 695. Students that have not garnered the support of the full-time faculty are advised on their options of continuing with modifications to the proposal or asked to retake the course.

The final segment in the culminating experience is ARC 695 an 8.0 unit project studio. The students work independently with an assigned full-time faculty advisor. Each student is required to establish a schedule that allows them to get weekly input from their advisor. This can be the same advisor that was part of the ARC 691 research but more often this is a new advisor that is specifically a studio design instructor. The class has an assigned studio as a cohort and most of the students work in that studio throughout the quarter. Typically the graduate coordinator is in the studio one day out of the week reviewing student progress and a second design instructor is assigned a second day of time in the studio to ensure that there is oversight of each student in addition to their advisor. All students prepare a professional verbal and graphic presentation for a public jury. All projects are presented to a group of outside professionals and academics from other local architecture programs. Department faculty participates but the emphasis is on the commentary from the independent external reviewers. Students that fail to complete the work must register in ARC 699 Thesis Continuation throughout the following year in order to keep their degree progress in tact and present their project the following June. Following the public presentation each student is required to make revisions or provide additional materials that will be combined into a complete bound book that integrates the content of the ARC 691 research, ARC 694 detailed project program with a concluding narrative describing the final design project and process. Master's Thesis Books are due before the commencement of the following fall quarter before the degree will be granted. Enrolment during the summer quarter is not required.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

II.3a Undergraduate Admissions

The undergraduate program in the Department of Architecture is considered to be "impacted," that is, many more students apply than can be accommodated each year and a supplementary admissions process is required by the University and the Department; all candidates must meet regular University admission standards as well as additional standards required by the Department of Architecture.

Freshman Applicants. For freshman applicants, selection for positions in the B.Arch. program is determined by the ranking of the applicants by Eligibility Index. This formula multiplies applicants GPA (only for classes in approved academic categories) by 800 and adds it to their SAT score (only verbal and math scores). The students are then ranked by this index and admitted in order. Recent experience has shown that successful candidates for admission usually have a minimum Eligibility Index of 4000. Students who have less than 18-quarter (or 12 semester) units of transferable College credits by the end of the fall quarter (or semester) during which they apply are considered freshman applicants.

Transfer and Change of Major Applicants. Transfer applicants are ranked by College grade point average of transferable courses. A minimum GPA of 3.2 is required for admission. Upper division transfers must complete 60 semester (90 quarter) units of transferable coursework, including 30 semester (45 quarter) units of courses equivalent to general education requirements, with a grade of "C" or better by the end of the spring quarter to be considered for the next fall quarter. The 30 semester (45 quarter) units must include all of the lower division General Education requirements in the categories of the "Golden Four:" Oral Communication, English Composition, Critical Thinking, and Quantitative Reasoning; the "Golden Four" courses must be completed by the end of the fall quarter in which the student applies to the program. Students who are offered admissions to the program or are placed on a wait list for admission are invited to submit an 8 1/2" by 11" bound portfolio of their work so that the Department can determine in which year of study each student should be placed. If no portfolio is submitted, students are placed in the first year design studio.

II.3b Graduate Admissions

The M. ARCH I program accepts students from varied academic backgrounds, including non-design disciplines, for a three-year long program. For students with no previous study in architecture, two years of intensive prerequisite course work precedes the final three quarters of the Master of Architecture program. Students must complete courses in College algebra, trigonometry, and physics prior to beginning this program since these courses are prerequisites to the study of structures and environmental controls. Failure to take these courses in advance may lengthen the program by as much as two quarters.

Students holding a non-professional Bachelor of Arts or Bachelor of Science degree, with a major in architecture, are encouraged to apply for advanced standing within graduate program. Normally, two years of additional study would lead to the Master of Architecture degree. The final three quarters of the M.ARCH. I program require 52-quarter units of academic work. All students in the M. ARCH I program are required to fulfill 500 hours of NCARB approved IDP work prior to graduation.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION
Links to NAAB conditions and procedures, career development, public access to the APRs and VTRs, and the ARE Pass rates are located on the Department website under:
Overview / Public Information on Accreditation, Career Development, and Registration
http://www.csupomona.edu/~arc/accreditation_cd_%20registration.html

II.4.1 Statement on NAAB-Accredited Degrees
A link to the 2009 NAAB Conditions for Accreditation is located on the Department website:
http://www.csupomona.edu/~arc/overview.html
(previously at http://www.csupomona.edu/~arc/conditions.html)

II.4.2 Access to NAAB Conditions and Procedures
A link to the NAAB Procedures for Accreditation (edition currently in effect) is located on the Department website: http://www.csupomona.edu/~arc/overview.html
(previously at http://www.csupomona.edu/~arc/pdfs/11_procedures.pdf)

II.4.3 Access to Career Development Information
Links to the following career development site are located on the Department website under:
http://www.csupomona.edu/~arc/career_development.html

ARCHcareers.org
http://www.archcareers.org/website/article.asp?id=7

NCARB Handbook for Interns and Architects
http://www.csupomona.edu/~arc/pdfs/ncarb_handbook.pdf

Toward an Evolution of Studio Culture
http://www.csupomona.edu/~arc/pdfs/evo_culture.pdf

The Emerging Professional's Companion
http://epcompanion.org

National Council of Architectural Registration Board (NCARB)
http://www.ncarb.org

The American Institute of Architects (AIA)
http://aia.org

The American Institute of Architecture Students (AIAS)
http://www.aias.org/website/article.asp?id=8

Association of Collegiate Schools of Architecture
http://acsa-arch.org

II.4.4 Public Access to APRs and VTRs
Access to NAAB Annual Reports, NAAB Responses, the 2010 Focused Evaluation Report, the 2010 Special Program Evaluation Report, and the Final Decision Letter from NAAB, the Most Recent Annual Program Reports, and the 2008 Visiting Team Report are located on the Department website: http://www.csupomona.edu/~arc/overview.html

II.4.5 ARE Pass Rates
A link to the ARE pass rates for Cal Poly Pomona graduates is located on the Department website: http://www.csupomona.edu/~arc/overview.html

Part III. Progress since the last Site Visit

Cal Poly Pomona hosted the last NAAB Visiting Team in February of 2008. The Visiting Team Report was largely positive in its introductory comments noting there was progress since the last accreditation visit in 2002. At that time there were two Conditions not met: Physical Resources (No. 7) and Financial Resources (No. 9). The 2008 visiting team also flagged cross-disciplinary collaboration as a concern. In the intervening years between the 2008 reports and the current 2013 APR the Department has made progress in our Physical and Financial Resources, and in cross-disciplinary collaboration.

In terms of Physical Resources, the long list of shortcomings of the instructional spaces the Department had available as of 2002, which included basic problems such as lighting, ADA access, furniture, a/v equipment, etc., were largely addressed. The larger issue of acquiring a new building to house the programs is an on-going problem. While the 2008 VTR reported this Condition as being not met, the subsequent focused evaluation acknowledged the Condition as being met, in a letter to Cal Poly President, J. Michael Ortiz.

It is impossible to separate the problems associated with Physical Resources from a discussion of Financial Resources, another Condition not met in the 2008 VTR document. The visiting team at the time noted looming financial challenges (the impending recession that arguably accompanies us to this day) and institutional obstacles that prevented the Department from charting a clear financial course that clouded its future. Challenges remain, but there has been progress since the last visit. The Focused Evaluation of 2010 recommended that the Condition pertaining to Financial Resources be considered met. The following discussion attempts to give a status report on the finances of the Department.

According to a letter addressed to President Ortiz, dated 22 October 2010 from Wendy Ornelas, President of NAAB, stated our last focused Evaluation Team Report found that changes made or planned by our program were sufficiently satisfactory to remove previously identified deficiencies in the areas of Physical Resources and Financial Resources. However, Ms. Ornelas requested that the program "should continue to report on its continuing efforts to complete the deficiencies in the area of Physical Resources.

The NAAB VTR of 2008 flagged a concern regarding the ability of students 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. The Condition was determined to be unmet. Partly as a response to the foregoing and partly as a normal outcome of professional collaboration, the curriculum now includes design studios that are cross-disciplinary in nature and include the participation of faculty from other University Colleges or Departments within the College of Environmental Design.

III.1 Progress in previous areas of concern since last visit:

III.1a Physical Resources

The areas of concern with respect to physical resources, as expressed in previous reports, fall into the following categories, and they remain the focus of our ongoing efforts: Classroom Space, Shop/Laboratory Facilities, and Faculty Offices.

Classroom Space. Since the last visit, a new building for the College of Business Administration was completed in 2012, containing two large lecture rooms: the 200-seat Gregoire Family Auditorium, and a 121-seat auditorium. Both spaces are fully equipped as smart classrooms, and are available for Department of Architecture lecture classes. The building is centrally located on campus, near the large parking structure and Building 1, the location of our first year studios. These classrooms alleviate previously expressed concerns about needs for First-year Lecture, as well as other large lecture classes. These spaces will be an improvement over the new building constructed to the rear of the IDC (Building 89A), which while helpful in the short term, is not an

ideal lecture space. This space has been determined to be better served as a shop and laboratory space, and will be converted for this purpose in future (see Shop/Laboratory Facilities). As noted, the permanent studio space for the first year class remains in Building 1. Active mentoring programs initiated by our two student clubs, the AIAS and Tau Sigma Delta, have helped to alleviate the isolation of the first year architecture students. AIAS' first year representative has effectively increased first year participation in club activities. Other measures have been taken to fully integrate the work of first year students with that of upper class students such as including the work of first year students in the quarterly Interim exhibition held in the IDC and having the first years install their spring quarter design-build project at the front of the IDC. First year students also attend upper division studio reviews and help upper classmen with their projects during the last few days of the quarter. Additionally, the University has established the "First Year Experience" program designed to address retention challenges commonly experienced by freshmen.

During summer 2013, the IDC underwent an extensive maintenance overhaul and interior reconfiguration. This new configuration and furniture has expanded the capacity of the building from 270 to 350 students seated at cold desks.

Shop/Laboratory Facilities. Currently, the shop facilities are located in Building 45 near the IDC and the fabrication/print lab is in building 3. The challenge associated with the shop over the last decade or more was the limited number of hours of operation. The shop hours were augmented in spring 2013 by hiring graduate assistants. Prior to this the shop was only open Monday-Friday 8am – 4pm, additional hours were added from 6pm-10pm Monday to Thursday. Additionally, Dean Woo has requested a new full time staff position to assist with the shop and laboratory facilities. This individual would allow the shop to be open every day from 8am to 10pm and at least one day during the weekend.

Renovations in Building 3 included a shop, which houses laser cutting, scanning and 3D printing equipment used by students and faculty. We have found that 3D printing should be in a space devoted solely for that use. Consequently, we have made the decision to redesign 89A, located behind the IDC, so that one half will continue to function as a classroom for 60 plus students, and the other half will be subdivided to create a 3D fabrication lab. The shop's second staff person will also be put in charge of this lab; work-study and student graduate assistants will also be hired enabling the lab to be open after-hours.

Faculty Offices. In response to earlier VTRs, we have made significant changes to the location of the faculty offices. Currently, only one tenured faculty member remains, out of personal choice, in 89B. All other permanent faculty now have offices in Building 7 or Building 3. This has enabled us to provide office space for part-time faculty in 89B.

III.1b Financial Resources

The funding of academic programs in the California State University (CSU) system is set by the University Chancellor and negotiated with state government. The larger teaching mission and matters such as salary levels and teaching loads are determined in this manner with decisions largely occurring without the participation of the individual academic Departments. Perhaps surprisingly and in a most welcome reprieve, in 2012 the voters of California approved a tax increase Proposition 30, officially titled Temporary Taxes to Fund Education that prevented cuts to education in the state.

Last year, in another welcome development, architecture alumna, Juliana Terian, pledged $2.5 million dollars to the College of ENV as part of Cal Poly Pomona's Comprehensive Campaign. This gift represents the sixth largest cash donation in the history of the University and the largest ever for the College. Although her donation was given as an unrestricted gift to ENV, a significant portion of her support will be used to benefit the Department of Architecture.

Recent funds have been used for the purchase of new furniture, student workstations, and other needed equipment at the Interim Design Center, and approximately $2 million of her pledge will be reserved for a possible building campaign the College is exploring for Architecture. Continued plans for the funds include minor technology purchases for all programs and creating flexible spaces and "smart classrooms" for cross-disciplinary uses in Building 7.

In addition, since early 2012, this same donor has been contributing $10,000 a month to spread the word of the high quality of ENV's educational programs and high level of professional achievement among ENV's alumni population. So far, the funds have been used to launch a twice-yearly print magazine called *Link*, distributed to the entire ENV alumni population and a long list of professional and academic leaders in ENV fields. The Terian Outreach Fund is also making possible a complete overhaul of the ENV web portfolio. When complete (expected in fall 2013), the new website will deliver a user interface much more appropriate for a design school of ENV's caliber, a variety of powerful tools for broadcasting news of ENV's successes, and new tools for attracting and retaining alumni and professional support of campus initiatives. In the future, these outreach funds may be used for events, design competitions, a digital magazine, and other marketing material.

Notwithstanding the above, the financial capabilities of the Department are severely constricted. The existing reality that has been documented in several VTR's is one of decreased state funding, program impaction, remarkably high teaching loads and Department funding (exclusive of staff salaries) that, at $3,000 per year, is woefully inadequate. This has forced the Department to be nimble and creative in generating our own funding for projects, graduate assistants, and academic courses.

The 2008 VTR flagged the apparent absence of any plan delineating short and long-term goals. While some planning in the form of faculty retreats had occurred in past years, the Department embarked on a series of planning sessions beginning in 2008 and continuing yearly. The faculty actively engaged with the Chair in crafting a Strategic Plan (the last Revision is dated Nov. 2011) that includes sections on program facilities and Departmental finances. The Chair noted the need to acquire additional space to allow the program to admit more students and better respond to the high enrollment demand. In addition the plan reports the launching of the funding initiative (In October 2010) with the ENV Partners Circle, an engaged alumni organization that helps the College with development initiatives. The Strategic Plan also envisions seeking alliances with the College of Engineering and the Collins School of Hospitality Management in hopes of getting closer to possible sources of funding.

The 2008 VTR had also expressed concern at the lack of an identified College Strategic Plan. Interim Dean Kyle Brown (Director of the Lyle Center for Regenerative Studies) in 2009 began a strategic planning process that identified the funding of a new building for architecture as a top priority. Dean Woo adopted this plan as part of his vision for the College.

The previous VTR mentions a project known as Building in a Box. This refers to a pre-fabricated structure designed as a temporary library that was donated to Cal Poly Pomona by UCLA. The building is currently in storage, hence the name. While funding efforts were initiated under a different leadership, the complexity of the endeavor and the likely high cost has discouraged the College from embracing the project. The likeliest solution to our space problems will be an addition to the IDC, to be built around the same affordable formula.

Our previous Chair called two strategic planning retreats (one in Palm Springs and one in San Dimas) in 2008 and 2010. These retreats were very productive and reinforced the need for shared decision-making and an active and engaged faculty that is positively included in setting a direction for the Department. Through the strategic planning process at the Departmental level, the faculty was able to approve the most significant initiative in recent memory, the implementation of the Masters of Interior Architecture (MIA) program with UCLA Extension and Cal Poly's College of the Extended University.

The Master of Interior Architecture Program (MIA) has been extremely beneficial to the Department of Architecture as the flow of tuition from the joint venture institution feeds a faculty research account that is replenished yearly. Over the three years since inception in the fall of 2010, the College of ENV has received $89,716 from MIA. Over the same period, the Department has received about $75,000, an amount that is predicted to continue in future years. Of the typical yearly allocation of $25,000, the Department spends $15,000 on faculty development and $10,000 on equipment, student graduate assistants, and other expenses. We are encouraged by the steadily rising level of enrollment at the MIA, which will enroll over 35 students for the fall 2013 term.

The funding of a visiting lecturer series has been a recurring concern over the years with most lecturers being from southern California and agreeing to speak for a nominal fee. The lecture series is an essential tool in connecting Cal Poly Pomona with a larger national and international design community. Dean Woo recently facilitated the donation of $15,000 from alum Mr. Henry Woo to support the prestigious Neutra Prize lectures. This funding has allowed us to invite Thom Mayne of the Los Angeles firm Morphosis and the Japanese architect Tadao Ando to lecture at Cal Poly Pomona.

At a practical level, the lack of adequate funding especially in the area of teaching faculty results in very high teaching loads and high student-to-faculty ratios (SFR). The Department currently assigns one faculty to over 20 students in the first year. The obvious consequences are greatly abbreviated desk-crits and a lower level of faculty contact with individual students. The SFR is lower, currently at 16-18 per section, in the upper division studios, but still quite high. Hiring additional faculty to ease SFRs would be a welcome development.

One area of success is the private funding of studio courses offered by the Department. The College and the Department have worked collaboratively to secure financial support from private industry. These bridges to the engineering, architecture, and product manufacturing industries are essential to maintain the technical relevance of the program. These endeavors also support service learning courses, where an actual project that exists in the community is completed by students. This curricular emphasis fits well with the Department's emphasis on the practical application of knowledge.

Examples of funded studios and electives include:

- The Bobby Brooks Memorial Studio. An elective studio led by Professor Irma Ramirez and funded yearly by Walt Disney Imagineering ($20,000 per year)
- The AECOM Studio to study urban design in southern California, led by Associate Professor Luis Hoyos and cross-disciplinary with Landscape Architecture faculty Associate professor Andrew Wilcox, (one-time grant of $40,000.)
- Precast Concrete Institute (PCI) Studio led by Associate Professor Axel Prichard-Schmitzberger. An elective studio to study the design applications of pre-cast concrete (Funded for 3-years at $12,000 per year.)
- Cal Poly Historic Stables/University Clubs professional elective to study the adaptive reuse of the historic horse stables building built by W.K. Kellogg. The course is led by Associate Professor Hoyos and Associate Professor and Chair of the Department of Landscape Architecture Lee-Anne Milburn. Cross-disciplinary with Landscape Architecture (one time funding for $8000)
- Healthcare Design Initiative for special concentration funded by a group of industry professionals since 2012. The advisory board provides professional opportunities for students on internship, conference participations, field trips, travel expenses, studio production materials, and special scholarships. The effort led by Professor Hofu Wu has generated $40,000 so far.
- A collaboration with HMC Architects and Professor Pablo la Roche to design and build two homes in the Pamo Valley destroyed in the 2007 California wildfires and owned by the city of San Diego. These homes would serve as sustainable low-cost alternatives to

FEMA prototypes. Classwork has been published and the work received an Educate Award in Rome.

- Modular Studio led by Professor George Proctor funded the Modular Building Institute ($3000).
- NASA Studio led by Professors Juintow Lin and Michael Fox for two quarters and a fabrication elective led by Lecturer Corey Ruppert (NASA funded one-time grant of $30,000).
- ARC 454 – Interactive Portfolio Elective led by Professors Sarah Lorenzen and George Proctor (funded through a gift of $60,000 by friend of the College and Alumni).
- Tijuana House Studio, led by Professor La Roche
- Corazon Studios, Tijuana Mexico, led by Professor Ramirez.

III.1c Collaborative Skills

The Department has worked diligently to increase the number of opportunities that students have to collaborate with students and faculty from other departments within the College and the University. The core courses where students engage in multidisciplinary collaboration are:

1. ENV101/L Foundations of Design I
2. ARC 403/L Urban Design Studio
3. ARC 506/L Graduate Urban Design Studio

There are also a number of topic studios that offer opportunities to work with students and faculty from other disciplines, such as: the China Summer Program (faculty from ARC, LA, and URP), the AECOM Studio (faculty/students from ARC, LA, and URP), the Disney Studio (faculty/students from ARC and LA), and the PCI studio (faculty/students from ARC and Civil Engineering), a preservation elective (faculty/students from ARC and LA). There was also the re:Streets workshop (faculty/students from ARC, LA, and URP in collaboration with faculty and students from the Bauhaus University at Weimar, Germany).

ENV 101/L. This is an interdisciplinary studio and lecture for incoming Architecture, Landscape Architecture and Urban and Regional Planning students. The lecture component of the ENV introductory studio, taught in 2012 by Associate Professor Lorenzen, focuses on a point of intersection for all three disciplines: the public realm, specifically the street. Every week speakers from a variety of environmental design backgrounds were invited to present the street in terms of its social, political, aesthetic, historical, and economic ecology, as well as how the three ENV disciplines intersect in this space. Guests included artists, designers, political activists, policy makers, and historians. Speakers were asked to focus their presentation on the greater Los Angeles region, as the class was also designed to get students to gain a better understanding of the city in which they live and work.

The studio component of this class, coordinated by Associate Professor Lorenzen, focused on exploring and documenting the public realm, specifically public streets in mixed-use neighborhoods around Los Angeles. After visiting one of many pre-selected streets in Los Angeles, student teams (made up of at least one student from each of the three disciplines) developed and demonstrated professional approaches to understanding and documenting the public realm. Students explored this issue through writing, model-making, drawing, diagramming, photography, and oral presentations. At the end of the quarter, each team submitted an 11x17 bound booklet that documented the various methods used to analyze and describe the group's selected street. The requirement that students work in multidisciplinary teams as well as co-teaching by instructors from each department reinforced the collaborative nature of this course.

Urban Design Studio ARC 403/L. The required undergraduate urban design studio and lecture course, coordinated by Associate Professor Hoyos has been cross-disciplinary (with Landscape Architecture) since 2008. The typical studio project involves a current master plan or active

urban design project being proposed in the Los Angeles metropolitan region. Student teams are made of the fourth-year undergrad class of architects and the fourth-year (graduating) class of landscape architects. The studio is quite large with about 120-140 architecture and landscape students and three architecture and three to four landscape faculty making up a typical year. The studio focuses on new areas of academic and professional research such as landscape urbanism, urban-scale sustainability systems, and the evolving concept of building and landscape typology. Every year the studio selects a different real-world project, working in collaboration with city agencies. Some recent examples include:

1. Santa Ana Redevelopment Plan (2008). The project proposed a critical re-assessment of the current Renaissance Plan adopted by the city of Santa Ana in Orange County. Student teams proposed higher density alternatives to the plan, focusing on several strategic neighborhoods and providing alternative and emerging typologies for landscape and buildings, departing from the conventional CNU approach.

2. Santa Monica Civic Center Plan (2009). The project focused on the Civic Center master plan, currently being implemented. The plan includes the realignment and capping of the 10 Freeway, the design of a major urban mixed-use district centered on the new Exposition Line Light Rail, the design of new open spaces (including a major urban park) linking the 3rd Street Promenade, the beach, the Palisades Park, Santa Monica Pier, and communities to the east.

3. Santa Monica LUCE Plan (2010). The project was based on the Land Use Circulation Element of the General Plan of the City of Santa Monica and offered a chance for students to experience the link between policy and urban design. The LUCE Plan provides a guide for the development of urban neighborhoods. Cross-disciplinary student teams proposed new mixed-use centers, sites for urban open space and social/educational infrastructure and the design of the new TOD site at Bergamot Station.

4. Nelles Site/ Whittier (2011). The site of the former Fred Nelles Juvenile Correctional Facility owned by the state was the basis for an alternative proposal to the demolition and re-purposing of the site for conventional single family homes. Cross-disciplinary student teams proposed strategies for the preservation of the historic structures and open spaces as well as new mixed-use centers that considered much higher housing densities. Students were exposed to the environmental review process (in California called EIR's) and the urban planning process at the local level.

5. Downtown Los Angeles Neighborhoods (2012). Cross-disciplinary studio faculty selected nine urban neighborhoods for study in this studio that proposed increases in housing density as well as better pedestrian connectivity and coherence with transit centers. The students were exposed to current plans for downtown Angeles and other dense urban environments with the purpose of understanding what works and what does not. Student teams present the proposals employing digital presentation techniques as well as printed plans and scale models.

6. Downtown Zoning Code Revision (2013). The Los Angeles Department of City Planning asked Dean Woo to consider testing the effects of a proposed relaxation of the existing zoning limits in downtown. The Departments of Architecture, Landscape Architecture and Urban and Regional Planning collaborated with city staff to organize a year-long study (two quarters of research lead by Dr Ramzi Farhat of URP) and one quarter of design, led by Associate Professor Luis Hoyos and Associate Professor Andrew Wilcox (with other faculty from the respective departments. Students were exposed to past and current urban master plans for downtown Los Angeles, and other major urban centers. Cross-disciplinary teams produced proposals that doubled the current density of 3.0 FAR to 6.0 FAR, examining the consequences to urban form, open spaces, access to transit and pedestrian connectivity.

The ARC 403 Studio has benefitted as a result of the ongoing collaboration with the Department of Landscape Architecture. Our students engage in a demanding and enriching project with

their landscape peers, which prepared them for practice. Another key benefit is the introduction of open space design into the sensibilities of our fourth-year students just before they embark on the senior project. Matters of site planning, grading and plant materials are now more familiar and are recalled during the 5th year senior project. The Department has also benefitted from the addition of two new non-tenured faculty for ARC 403. They are: Allyne Winderman FAIA, former director of Housing and Community Development for the city of West Hollywood, CA and Debora Murphy, Associate AIA, an experienced design instructor and pedestrian rights advocate. Both women add their expertise and hands-on experience to the teaching of this most complex subject.

Recent interdisciplinary design studios led by Professor Proctor, Professor Ramirez and Associate Professor Hoyos and Landscape Architecture Associate Professor Wilcox include:

At the graduate level, the Urban Design studio ARC 506/L also works with local cities on real world projects. Although this studio is not co-taught with the Department of Landscape Architecture as is the undergraduate Urban Design studio, there are Landscape Architecture students that take this course and the critics include landscape architects, planners, city officials, and other constituents.

Examples of past graduate urban design projects include: the San Clemente Alley Study, Orange County and the EXPO Park, Los Angeles. For the San Clemente study, graduate student teams from Architecture and Landscape Architecture developed ideas for transforming the alleys of the historic downtown. The activity was initiated by the Downtown Business Association and Planning Commission as a dialog to be paired with the under-grounding of public utilities. The work presented to the stakeholders and placed on display for the community. For the EXPO Park project graduate student teams from Architecture and Landscape Architecture developed master plans for Exposition Park taking into consideration the recent addition of the Space Shuttle Exhibit and the Expo Transit line.

III.1d Accessibility

During our last accreditation, the visiting team found that in the B. Arch. Program, instruction in building design meets accessibility needs, but found little or no evidence of site accessibility design within any studio. In the graduate program, building accessibility was met in most design studios. In the 2012 NAAB response to the Cal Poly Pomona Annual Report, NAAB recommended the Department pay particular attention to Accessibility in preparation for the visit, and provide ample evidence of student work demonstrating ability in this criterion.

Our program deals with accessibility requirements at two different levels of knowledge. In some courses, the goal is to achieve student ability to design for accessibility at the building and site level; in other courses we aim to nurture continued discussion on accessibility by instilling understanding at either the building and/or site level focusing on design fundamentals at different scales. A strong emphasis of our program on social issues leads discussion throughout the program on accessibility as a right of all human beings and as a professional responsibility of the architect.

ARC 201L. Accessibility is addressed throughout the curriculum beginning in the second year. ARC 201L Studio focuses an understanding of scale in the built environment starting with recognition of our personal spaces that we inhabit or grew up in. The studio focuses on the understanding of the size of common design elements (ramps, stairs, open spaces and the behavioral, functional and organizational components of these spaces. This includes an introduction to the requirements of the disabled and treats these mandates as typical for all building formats.

ARC 303L Comprehensive Design. The ARC 303L comprehensive studio takes place in the spring quarter of the third year curriculum. It is taught concurrently and in coordination with ARC 303

Codes and ARC 499 Building Systems Integration where coordination involves coursework specifically addressing the design studio project. The ARC 303L studio project is the design of an elementary school in the city of Los Angeles calling for an urban school building typology. The project requires that students show the ability to design building and site accessibility. For the purpose of standardizing compliance, the design problem sets up site restrictions for all students related to building placement, and a compact building program. Students address accessibility issues of site accessibility, access from underground parking, building service elements including stairs, ramps, elevators and toilet facilities.

ARC 303/ARC 591 Codes. ARC 303 is a required lecture course for undergraduates, to be taken concurrently with ARC 303L Studio. The course covers the following topics: Building Codes Overview and History, Zoning Principles, Building Size and Envelope, Building Organization, Exit Components and Exit Capacity, Fire Compartmentalization, Accessibility and Sustainability. Specifically relating to accessibility, the main class project requires implementation of the lessons from ARC 303, into the ARC 303L Studio project. Students are to show the following key accessibility features for specific areas of the project: Entry doors, parking, restrooms, accessible path of travel to and through the building including turning spaces and maneuvering areas at doors, turning spaces and clearances in key locations such as bathrooms and small rooms, and overall proper site access.

For graduate students, the same course content is delivered via ARC 591 Codes. Lessons from ARC 591 are reinforced in the studio project of ARC 505L. Disabled access is discussed in studio lectures on programming and provided to the students in discussion of the development of building service elements including stairs, ramps, elevators and toilet facilities. The program is typically an institutional building and students must provide building accessibility as a standard program requirement.

There are a number of courses in the curriculum that additionally discuss accessibility through faculty lectures, led discussions, directed exercises, and awareness in the design studio project. These courses primarily address accessibility through building and/or site circulation.