

**Name of Institution: Southern California Institute of Architecture**

## **Interim Progress Report**

**Bachelor of Architecture** (165 (+6) + 21 credit hours)

### **Master of Architecture**

Track I (undergraduate degree plus 111 graduate credit hours)

Track II (undergraduate degree plus 75 graduate credit hours)

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**Year of the Previous Visit:** 2012

**Current Term of Accreditation:** "At the 2012 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report (VTR) for the Southern California Institute of Architecture.

As a result, the professional architecture programs (**Bachelor of Architecture & Master of Architecture**) were formally granted six-year terms of accreditation. The accreditation terms are effective January 1, 2012. The programs are scheduled for their next accreditation visit in 2018."

**Submitted to:** The National Architectural Accrediting Board

**Date:** December 5, 2015

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1. Plans for/Progress in Addressing Conditions Not Met from the 2012 Visiting Team Report

a. Conditions I.1-I.5 or II.2-II.3

NONE

b. Conditions II.1 (Student Performance Criteria)

- A. 10 Cultural Diversity ( M. Arch ) : *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

**2012 Team Assessment:** Criteria A.10 Cultural Diversity is considered “Met” in the B. Arch program based upon evidence found in the following studios and/or courses:

**B. Arch**

CS2020	History of Architecture 2: Renaissance to Enlightenment
CS2021	Humanities 2: Renaissance to Enlightenment

Criteria A.10 Cultural Diversity is considered “Not Met” in the M. Arch program based upon insufficient evidence found in the following studios and/or courses. Neither course adequately addresses the specifics of the SPC as described above:

**M. Arch**

CS2100	Architecture Culture 1
CS2201	Design Intelligence

**2014 Program Response (M.Arch):**

**M.Arch**

The Graduate Degree programs at SCI-Arc have two populations of students: the M.Arch 1 students and the M.Arch 2 students. Every year, the M.Arch 1 students in their second semester of their first year must enroll in [DS2100: Architecture Culture 1](#). Architecture Culture 1 covers the Four Corners of the Globe specified in the SPC of the NAAB requirements.

Because the M.Arch 2 students already possess a first professional degree in Architecture before coming to SCI-Arc, the majority of these students have already covered Non-Western Traditions in their previous education. Therefore, the M.Arch 2 students are required every year, in the second semester of their first year to submit a [waiver request](#) to the Academic Counselor that includes a thorough and marked transcript as well as provide Course Descriptions from their previous school’s course catalog and relevant syllabi demonstrating that they already possess the Understanding of Global Traditions in Architecture. These documents are evaluated individually by the Instructor of the course. If a student is found to be lacking in any area of the Four Corners, they are required to take **DS2100: Architecture Culture 1**, which covers all Global Traditions requirements, in lieu of their required elective in the 3GBX year ([syllabus](#).)

Since installing this requirement for the Module in 2009 ([see attached waiver emails](#)), the number of M.Arch 2 students required to take this course has usually been 2-3 per year. Their attendance is marked with the attendance of the entire M.Arch 1 class. They are required to write a brief version of the M.Arch 1 paper. Please see attached [example 1](#) & [example 2](#) from 2013.

C. 2 Human Behavior (B. Arch & M. Arch): *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.

**2012 Team Assessment:** Criterion C.2, Human Behavior, is considered “Not Met” based upon evidence found in the following studios and/or courses:

**B. Arch**

DS1011 Conceptual Strategies for the Physical World  
AS3031 Tempering the Environment: Light, Air and Sound

**M. Arch**

AS3123 Advanced Building Systems: Sustainability and Complex Envelopes  
AS3201 Optimization, Performance and Implementation: System to Building

This criterion is located with the Realm C (leadership and practice) but is taught as if it were part of Realms A and B. The design studio had a level of ability in the undergraduate program that is identifying human behavior in the sense of the public good, but does not clearly state where this knowledge is gained. It seems as though these skills are being self-taught and not necessarily by the entire student undergraduate body. Neither of the graduate programs clearly identify that the students understand human behavior in the context of leadership and practice. Material references in the SPC matrices are to AS 3123 and AS 3201. These courses identify C.2 as being gained through means of environmental controls. There is no evidence that the graduate students are gaining or understanding Human Behavior in regards to Leadership and Practice.

**2014 Program Response:**

SCI-Arc teaches the understanding of the relationship between human behavior, the natural environment and the design of the built environment through a combination of 1) design studios that encourage an ability to use human behavior in design work, and 2) course work in seminars that allow students to understand and gain knowledge about human behavior in various built environments. SCI-Arc recognizes the intricate relationships between space and place, and that the use of social sciences to achieve good architectural place making is essential across a broader spectrum of the curriculum. SCI-Arc has historically and will always continue to use the idea of “site” to imply not just the land and its natural environment, but also the absolute diversity of peoples, genders, ethnicities, demographics, economic conditions, circulation patterns, use patterns and all factors of everyday human life that surround and inflect a site. It has also been our long-time mission that this knowledge can be utilized in service of the idea that the design for human behavior is a public good.

The SPC C.2 Human Behavior is met in the following courses. This is the exact wording from the SCI-Arc Course Catalog.

**B. Arch**

**CS2030 | Introduction to Urban Systems**

This course examines the city as a dynamic process composed of so-called “open systems” —infrastructural, economic, environmental and socio-cultural— that interact with each other. Through an exploration of their interrelationship, these systems are understood as historically determined and are presented in the class in rough chronological order, from water and sewage systems to fiber optic and wireless technologies. This course is a non-architectural content course.

### **DS1020 | 2A studio | Formworks: Sites and Contexts**

Projects work within the variable conditions that determine the characteristics of a site, whether conceptual (e.g., musical score, text, painting, idea) or physical (e.g., location, geometrically described piece of property, legal boundary condition). Students explore the various conditional relationships that affect the reading and description of sites, and understand circumstance and environment as complex systems of information. Skills: Analysis of data, photographic depiction of information. Concepts: Context, conditions, circumstance, environment, data sets.

### **M. Arch 1**

#### **DS1120 | 2GA studio | Architecture's Integration**

The first term in the second year of the core M.Arch 1 sequence builds upon the awareness of the discipline and knowledge of architectural production by focusing on issues of Comprehensive Design. The studio is structured to hone each student's awareness of the complex and layered issues involved in an architectural problem. Elemental spatial constructs and organizational systems are seen as resulting from and reacting to forces of site, context and territory. These influences are considered physical and virtual, permanent and ephemeral, situational and circumstantial. Qualities of site, situation and environment, as well as cultural contexts, are considered as potential tools with which to challenge conventional approaches to architectural design.

#### **CS2121 | Urban Culture**

This course of study presents students with a range of contemporary research methods for understanding the complex, multivalent and dynamic set of systems and pressures known as "the city." In order to provide rigor and intensity, the urban studies course is divided into 3 small seminars that align exactly with the sections of the 2GB studio. Through various methods and theories—from market research to scenario analysis to historiography—students are asked to formulate interpretations of urbanism and apply these to their studio projects. Because SCI-Arc innately understands the shifting nature of this discourse, the courses in Urban Studies endeavor to represent the most current paradigms and orientations.

### **M. Arch 2**

#### **DS1201 | 2GBX studio | Generative Morphologies**

This studio explores topological evolution and systems of design intelligence, with an emphasis on the broader infrastructural role that architecture can play in the city. With its ability to both perform and organize at the same time, architecture, it is argued, is able to have an effect that is felt at the scale of the urban landscape.

C. 5 Practice Management (B. Arch & M. Arch): *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

**2012 Team Assessment:** Criterion C.5, Practice Management, is considered not met. Evidence was found only in the M. Arch II course AS3230 Practice Environments: Contracts, Liability, Business Models. Evidence was not found in the comparable courses for the B. Arch and M. Arch I programs.

## 2014 Program Response (B.Arch & M.Arch):

### B.Arch

For the B.Arch program, SPC C.5 Practice Management is still covered in the Applied Studies seminar [AS3050: Practice Environments: Contracts, Liabilities, and Business Models](#). Since the 2012 NAAB visit SCI-Arc has worked to weave this topic throughout the course. The **semester team projects** ([Example 1](#), [Example 2](#), [Example 3](#)) were crafted around teams of 2-3 to interview 9 separate offices in LA. The Q&A was predetermined, asking about firm history, firm legal structure, marketing, hierarchy etc. Each team presented their findings attached as "Office Visit Presentations". Several lectures discussed this topic; [Starting a Firm](#), [Legal Structures](#), [Effective Project Manager](#). Also invited were 2 guest speakers (an architect and client manager) to discuss their roles & responsibilities in the presentation [Binishells IGMP Delivery](#). A [test](#) was given for legal structures.

### M.Arch

For both the M.Arch programs, SPC C.5 Practice Management is still covered in the Applied Studies seminars [AS3130: Practice Environments: Contracts, Liabilities, and Business Models \(M.Arch 1\)](#) and [AS3230: Practice Environments: Contracts, Liabilities, and Business Models \(M.Arch 2\)](#).

Since the 2012 NAAB visit SCI-Arc has continued to incorporate this topic throughout the courses. In response to Criteria C-5, **Assignment 1 (Example)** was to write an architectural start-up business plan, which included the following: The form of the business, whether it be a partnership, a sole proprietorship, or a S-Corporation; develop a vision and a statement philosophy; establish a financial plan; define the services provided; define a marketing strategy; and to define a market segment.

In addition to this, there were assigned readings which include:

- **Starting a New Firm**
- [Guiding Your Firm through Key Development Phases](#) (Michael Strogoff, AIA and Phyllis Dubinsky)
- [How Much Will It Cost to Start My Own Architecture Firm?](#) (Mark LePage)
- [Drafting Your Firm's Business Plan](#) (ARCHITECT, The Magazine of the American Institute of Architects)
- [How to Structure your Firm](#) (ARCHITECT, The Magazine of the American Institute of Architects)

Lectures covered the discussion of the following:

- Business plan
- Office Structure
- Professional development
- Legal responsibilities which included the Standard Form of Agreement between Owner and Architect

The students were tested to demonstrate their knowledge and proficiency; please see [Exam 1](#) and [Final Exam](#) for related questions.

C. 7 Legal Responsibility (B. Arch & M. Arch): *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

**2012 Team Assessment:** Criterion C. 7, Legal Responsibilities, is considered "Not Met."

**B. Arch**

AS3040 Design Documentation: Analysis & Development  
AS3041 Design Documentation: Construction Documents  
AS3050 Practice Environments: Contracts, Liabilities, Business Models

**M. Arch**

AS3130 Practice Environments: Contracts, Liability, Business Models  
AS3230 Practice Environments: Contracts, Liability, Business Models

It was clear from the syllabi, handouts, and homework assignments that the topics were addressed in classes listed above. However, there was not enough evidence provided to demonstrate student understanding of the architect's responsibility to the public and the client as required by environmental regulations and historic preservation laws.

**2014 Program Response:**

**B.Arch**

For the B.Arch program, SPC C.7 Legal Responsibilities is still covered in the Applied Studies seminar [AS3050: Practice Environments: Contracts, Liabilities, and Business Models](#). Since the 2012 NAAB visit SCI-Arc has worked to weave this topic throughout the course. Several lectures discussed this topic, such as [Codes & Regulations](#), [CYA- aka Cover Your Assets, Contract Agreements](#), [B-141 Step by Step](#), [Add Services](#) and the Practice Act. A [test](#) was given for legal structures.

**M.Arch**

For both the M.Arch programs, SPC C.7 Legal Responsibilities is still covered in the Applied Studies seminars [AS3130: Practice Environments: Contracts, Liabilities, and Business Models \(M.Arch 1\)](#) and [AS3230: Practice Environments: Contracts, Liabilities, and Business Models \(M.Arch 2\)](#).

Since the 2012 NAAB visit SCI-Arc has continued to incorporate this topic throughout the courses. In response to Criteria C-7, [Assignment 2](#) – ([Example 1](#) / [Example 2](#)) was to write a proposal for architectural services, which included the following: Cover letter; Table of Contents; Firm Introduction; Scope of Work and Scope of Architectural Services; Fee Proposal; Timeline; and Student Personal Resumes.

In addition to this, the assigned readings included:

- [Misconstruing The Architectural Works Copyright](#) (Andres Quintana, Esq.)
- [Professionals Agree Cost Control Strategies Are Essential Tool](#) (Mary Maher)
- [State of CA Architects Practice Act](#)
- [Another Fine Mess: The Onerous Contract, Part II](#) (James B. Atkins, FAIA and Grant A. Simpson, FAIA)

- [According to Hoyle: The Submittal Process](#) (James B. Atkins, FAIA and Grant A. Simpson, FAIA)
- [California Supreme Court Changes Construction Contracts](#) (Michelle L. Gamble)
- Various readings from *The Architects Responsibilities: In the Project Deliver Process* (H.L. Murvin, AIA)

The students were tested to demonstrate their knowledge and proficiency; please see [Exam 1](#) and [Final Exam](#) for related questions.

C. 8 Ethics and Professional Judgment (B. Arch & M. Arch): *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.

**2012 Team Assessment:** Criterion C.8, Ethics and Professional Judgment, is considered “Not Met.” Evidence was found only in the M. Arch II course AS3230 Practice Environments: Contracts, Liability, Business Models. Evidence was not found in the comparable courses for the B. Arch and M. Arch I programs.

#### **2014 Program Response:**

##### **B.Arch**

For the B.Arch program, SPC C.8 Ethics and Professional Judgment is still covered in the Applied Studies seminar [AS3050: Practice Environments: Contracts, Liabilities, and Business Models](#). Since the 2012 NAAB visit SCI-Arc has worked to weave this topic throughout the course. We reviewed the [AIA Code of Ethics & Professional Conduct](#), section by section. We discussed in lecture [Ethics at all levels](#) topics of confidentiality, intellectual property, moonlighting where the instructor shared personal stories and discussed difference between law and ethics as well as not holding oneself out as an architect without a license.

##### **M.Arch**

For both the M.Arch programs, SPC C.8 Ethics and Professional Judgment is still covered in the Applied Studies seminars [AS3130: Practice Environments: Contracts, Liabilities, and Business Models \(M.Arch 1\)](#) and [AS3230: Practice Environments: Contracts, Liabilities, and Business Models \(M.Arch 2\)](#).

Since the 2012 NAAB visit SCI-Arc has continued to incorporate this topic throughout the courses. In response to Criteria C-8, the assigned readings included the following:

- [The American Institute of Architects Code of Ethics and Professional Conduct](#)
- [Misconstruing The Architectural Works Copyright](#) (Andres Quintana, Esq.)
- [Professionals Agree Cost Control Strategies Are Essential Tool](#) (Mary Maher)
- [State of CA Architects Practice Act](#)
- [Another Fine Mess: The Onerous Contract, Part II](#) (James B. Atkins, FAIA and Grant A. Simpson, FAIA)
- [According to Hoyle: The Submittal Process](#) (James B. Atkins, FAIA and Grant A. Simpson, FAIA)

- Various readings from *The Architects Responsibilities: In the Project Deliver Process* (H.L. Murvin, AIA)

The students were tested to demonstrate their knowledge and proficiency; please see [Exam 1](#) and [Final Exam](#) for related questions.

## 2. Plans for/Progress in Addressing Causes of Concern from the Most Recent Visiting Team Report

### A. Student Financial Aid

As noted in the Financial Resources section, the program continues to make great strides in improving and strengthening the endowment for SCI-Arc. However, the team recognizes the heavy financial burden that students carry in order to achieve the professional degree at both the undergraduate and graduate levels. Currently SCI-Arc is able to support approximately 10 percent of a student's tuition and fees through scholarship awards, and it has set a long-range goal of 10 percent. The student body would benefit from a more aggressive goal to offset their indebtedness.

#### 2014 Program Response:

In the three fiscal years since the 2012 NAAB visit, SCI-Arc has been able to increase financial aid to 11.5% of tuition. This is a per annum financial aid increase of \$1.0 million in real dollars.

In addition, in the past two years SCI-Arc's Board of Trustees established an ad-hoc Committee on tuition, endowment, and financial aid to address the issue of increases in student debt by the school's students. As a result of the meetings with the ad hoc Committee and discussions with the full Board of Trustees, SCI-Arc has set some new directions. The Board has reduced planned tuition increases and has decided to increase the financial aid ratio going forward through aggressive solicitation to augment the endowment. (In addition, the Board has charged the newly formed Investment Committee to select a Financial Advisor and commence a 3.75% draw on the endowment for financial aid.) – While SCI-Arc looks forward to showing the results of these actions during SCI-Arc's next NAAB review, the institution is now focused on these issues and is seeking ways in which current cash assets can be shifted to quasi-endowment to bolster the endowment approach for enhancing the school's contribution to financial aid.

Also, SCI-Arc has continued its work to expand the school's Development and Alumni Relations departments to foster relationships with alumni and current donors, and build new relationships with corporate, foundation, and government representatives in order in order to fund new scholarships. These efforts have already proved beneficial as they have helped SCI-Arc raise funds to support **Scholarships for the Design Immersion Days Program (DID)**. Design Immersion Days is SCI-Arc's rigorous, four-week summer program for high school students considering architecture and design as a career has been generously supported through grants from local foundations. 50% of the available openings in the program each summer are reserved for students receiving full financial need scholarships. This philanthropic support allows SCI-Arc to waive tuition for low-income and underrepresented students, and supports SCI-Arc's Diversity Initiative to build a diverse pipeline for the undergraduate program.

### B. Student Health Benefits

International students who enroll at SCI-Arc are required to obtain health insurance and show proof prior to enrolling at SCI-Arc. Currently, there are no such requirements for U.S. citizens. During the school-wide meeting with students, it was noted that the majority of those in attendance did not have health insurance.

**2014 Program Response:**

SCI-Arc shared the Visiting Team’s concern regarding student health benefits.

Beginning in the 2012/2013 academic year, SCI-Arc began providing the new SCI-Arc [Student Health Insurance Plan](#) with a very affordable annual cost. The new plan requires that all students (domestic or international) enroll in the SCI-Arc offered program (or equivalent) in order to register for classes each semester. The SCI-Arc provided plan includes essential health benefits, as defined by the Federal Health Insurance mandate, as well as coverage for doctor’s visits, surgery, and mental health care. Detailed information regarding the new student Health Insurance Plan is communicated to students via the SCI-Arc Student Handbook, New Student Orientation, and email notifications.

This decision to require student health insurance was one that was made in collaboration with the SCI-Arc Student Union.

**C. Faculty Diversity**

Faculty diversity remains a concern despite the aggressive efforts the program has instituted since its last visit. In 2009-2010 SCI-Arc developed through its Diversity Initiatives a Faculty Diversity Plan which describes the method the program uses to broaden its reach for recruiting a diverse pool of applicants. While it appears as though they have expanded their recruitment reach, there was no evidence that this has been fruitful. It is also not clear whether the program uses its guest lecturers, visiting critics, or short-term appointments as a means to identify potential candidates.

**2014 Program Response:**

SCI-Arc recognizes the 2012 Visiting Team’s concern with improving Faculty Diversity, and understands its importance in the learning culture of any school, as evidenced by the current SCI-Arc Diversity Initiative in regards to Faculty Recruitment efforts.

SCI-Arc continues to monitor institutional diversity statistics with that of the national trends in comparable architecture programs. (*National statistical data supplied from the 2012 & 2013 Annual Reports provided by NAAB*). Since the past NAAB visit, the comparison looks as follows:

**Overall Faculty Based on Race**

2012	National Total	National Percentage	SCI-Arc Total	SCI-Arc Percentage
White	4559	75.2%	58	77.3%
American Indian/ Alaskan Native	21	0.3%	0	0.0%
Asian	389	6.4%	5	6.7%
Native Hawaiian/ Pacific Islander	17	0.3%	0	0.0%
Black/ African American	154	2.5%	0	0.0%
Hispanic/ Latino	463	7.6%	4	5.3%
Two or more races	30	0.5%	1	1.3%
Nonresident Alien	122	2.0%	7	9.3%
Race/Ethnicity unknown	309	5.1%	0	0.0%
<b>Total:</b>	<b>6064</b>		<b>75</b>	

2013	National Total	National Percentage	SCI-Arc Total	SCI-Arc Percentage
White	4632	74.3%	55	74.3%
American Indian/ Alaskan Native	16	0.3%	0	0.0%
Asian	407	6.5%	9	12.2%
Native Hawaiian/ Pacific Islander	11	0.2%	0	0.0%
Black/ African American	154	2.5%	0	0.0%
Hispanic/ Latino	519	8.3%	4	5.4%
Two or more races	48	0.8%	0	0.0%
Nonresident Alien	132	2.1%	6	8.1%
Race/Ethnicity unknown	312	5.0%	0	0.0%
<b>Total:</b>	<b>6231</b>		<b>74</b>	

#### Overall Faculty Based on Gender

2012	Total Male	Total Female	Total	Percentage Male	Percentage Female
National	4144	1920	6064	68.3%	31.7%
SCI-Arc	57	18	75	76.0%	24.0%

2013	Total Male	Total Female	Total	Percentage Male	Percentage Female
National	4387	1844	6231	70.4%	29.6%
SCI-Arc	53	21	74	71.6%	28.4%

As the statistical evidence indicates above, SCI-Arc compares very favorably to the national statistical trends provided by NAAB in most all racial demographics except Black/African American faculty— where national architectural programs as a whole seem to fall short (2.5% in both 2012 & 2013). SCI-Arc will continue to work towards improving in this area in time in time to show ongoing results for the next NAAB review in 2018. In addition, SCI-Arc has improved statistically in regards to gender diversity (2012 – 24% / 2014 – 28.4%) by hiring more female faculty to more closely align with national statistical trends.

SCI-Arc has also succeeded in supporting Cultural Diversity within the institution and academic program by exceeding national trends in the hiring of international (Non-Resident Alien) faculty – SCI-Arc – 8.1% / National – 2.1%). This statistical evidence supports SCI-Arc’s goal of being a global institution offering creative ideas and teaching pedagogies from multiple countries such as Austria, Argentina, Greece, Italy, and The Netherlands. International faculty at SCI-Arc (both Full-Time & Part-Time) teach studios, seminars, and workshops throughout the academic year. They are often invited to participate in SCI-Arc Public Lecture Series as well as the more intimate weekly Faculty Talk Series.

As described in SCI-Arc’s 2011 Architecture Program Report (APR), SCI-Arc has developed a [Diversity Initiative](#) with established plans for recruiting a more diverse student and faculty population. Through this initiative, SCI-Arc continues to work to create

a learning environment where outside design backgrounds, teaching pedagogies, politics, ideas, people, and cultures are welcome and encouraged – and provide a valuable addition to the learning culture of the SCI-Arc community. With recommendations from the newly formed Committee on Diversity (which contains representation from Students, Faculty, and Administration), SCI-Arc has invited individuals and visiting faculty from local and international communities, to participate in the All-School Lecture Series, gallery exhibitions, vertical studios, and design studio reviews which have allowed SCI-Arc the ability to intersect with diverse subjects outside of the discipline of architecture such as philosophy, natural sciences, art, etc. This includes the ongoing search for qualified faculty to teach SCI-Arc's revised General Studies curriculum for the Undergraduate program, and the increase of full-time and adjunct female instructors at SCI-Arc.

SCI-Arc is confident in its ongoing efforts to foster Faculty Diversity on campus and that sufficient evidence will be provided for SCI-Arc's next NAAB review for continuing accreditation.

### 3. Changes or Planned Changes in the Program

#### **Administration Changes:**

**New Director Search:** In Fall 2013, SCI-Arc began the search for its next Institute Director, as current Director Eric Owen Moss' term is scheduled to end in August 2015. For the last 12 years, Eric Owen Moss has provided exceptional leadership and will be leaving SCI-Arc in a strengthened position academically, administratively and financially.

The search process for the new Institute Director was designed to be open and transparent. The SCI-Arc Board of Trustees created the "Director Search Committee" to seek input from the school's four main constituency groups—faculty, students, staff and alumni. These groups were separately asked to define the professional experience and personal characteristics that would be important for the next Institute Director, and to reach consensus about the skills and attributes required of the next Director given the school's current trajectory.

These Subcommittees organized meetings and open forums to gather input from a wide and representative spectrum of the SCI-Arc community. The Subcommittees then reported their findings back to the Director Search Committee of the Board of Trustees which utilized those findings to determine the criteria and development of the Director application/job posting; the solicitation of candidates; the review of applications, interviews, and candidate presentations. The Director Search Committee then made a recommendation to the Board at large who voted on the next Institute Director.

In September 2014 The Board of Trustees of the SCI-Arc announced that [Hernan Diaz Alonso](#), architect and educator, would be the architecture school's new Institute Director beginning September, 2015. This has been an energizing moment for the entire SCI-Arc community and the opportunity to engage in the search process and look forward to welcoming the new Director.

#### **Changes in Educational Approach:**

**General Education:** In September 2010, SCI-Arc implemented a new program in General Studies to replace the old General Education program for undergraduate students. In the former program, undergraduate students were required to take 21 units of non-architectural content outside of their regular SCI-Arc curriculum. Many students found this additional requirement burdensome, often requiring enrollment at community colleges or concurrent enrollment at another school. As well, the former program did not guarantee the pedagogical excellence, nor the timing, essential to a successful undergraduate education. Under the new general Studies program, all 42 units of "non-architectural content" were absorbed into the 5-year B.Arch

curriculum, including humanities, physics, trigonometry, collegiate writing, philosophy and rhetorics, in addition to three electives in Sciences and Humanities offered at the third-year level. This program is now in its fourth year and we are currently conducting assessment and evaluation of student performance in Critical Thinking, Logic and basic knowledge gained. We are also currently implementing a required course in Research Methods, following an assessment of our graduating Thesis students in 2014. The new program is expected to assist in timely graduation of undergraduate students in addition to satisfying performance criteria. Following this overall assessment, SCI-Arc hopes to fully implement this new General Studies curriculum in the 2015/2106 academic year.

#### **Changes in Physical Resources:**

**The Magic Box:** SCI-Arc's new \$4.2 million state-of-the-art digital fabrication lab called "The Magic Box" will expand the school's experimental approach to three-dimensional design. When complete in Spring 2015, the new 2-story digital lab, along with the existing Shop and Robotics Lab, will occupy more than 12,000 sq.ft, making it one of the largest and most advanced fabrication facilities at an architecture school, allowing SCI-Arc students and faculty the tools to help imagine the future of architecture.

**Self-Service Print Center:** In Fall 2012, SCI-Arc created a Self-Service Print Center to provide students and faculty the ability to print large-format high-resolution color prints for a nominal fee. The Self-Service Print Center is available 24 hours a day and includes wide-format plotters and color laser printers for student and faculty use.

**Expanded PC Computer Lab:** SCI-Arc has expanded our existing computer labs to include 25 additional high end PC workstations with upgraded software. Through a partnership with the Academic Resource Center (ARC), SCI-Arc students are given access to the Autodesk design software (including AutoCAD, Inventor, Revit, 3ds Max, and Maya). The Computer Labs are available 24 hours a day to students and faculty.

#### **Changes in Digital Resources:**

**Library EzProxy Server:** In November 2014 the Kappe Library at SCI-Arc began offering external access to its online proprietary resource collections. Prior to the launch of the EzProxy server, access to databases like the Avery Index, Jstor and Artstor was limited to users on campus, using SCI-Arc's internet provider. Smooth integration of EzProxy with existing services enables students, faculty and staff to log in and access these resources anywhere 24/7. Since the last visit, SCI-Arc has also added new subscription databases to the library's off-campus EzProxy server such as The Oxford English Dictionary, Archipedia, Phaidon Atlas, and Zinio.

**Re-Branding / SCI-Arc Website:** SCI-Arc is currently in the process of redesigning the institution's brand and website design (last updated in 2007). The new SCI-Arc website will be built to work on all modern browsers, and will be uniquely designed for desktop, tablet, and mobile use. It includes: An entirely new architecture and design, built from the ground up to better address the needs of the school and its constituency; Information about the school for both prospective and current students (this includes ongoing news, explanatory program information, and profiles of faculty and students); Program blogs which provide individual course platforms for student work whether text, image, or video (these individual works will also be gathered into a central, filterable gallery); A calendar of events which gathers all events at the institution into a single, filterable interface; Links to individual events will also appear on related pages throughout the site; A rethinking of the school's social media strategy. The goal is for the updated SCI-Arc website to be launched in time for the 2015/2016 academic year.

#### 4. Identity & Self Assessment

##### a. History Mission

*[The NAAB will provide this section, quoted directly, from the most recent APR]*

#### A BRIEF HISTORY OF THE INSTITUTION, ITS MISSION, AND FOUNDING PRINCIPALS

##### 1972-1987: SCI-ARC ASSEMBLING A COMMUNITY

The Southern California Institute of Architecture (SCI-Arc) was founded in 1972 as a radical alternative to the conventional system of architectural education. Architect and educator Ray Kappe leased an industrial building in Santa Monica and, with a group of six younger faculty members and 75 students, started what they initially called the “New School,” based on the concept of a “college without walls.” Shelly Kappe, Ahde Lahti, Thom Mayne, Bill Simonian, Glen Small, and Jim Stafford comprised the founding faculty.

United by their commitment to an alternative to the more rigid, hierarchical structure they had encountered at other institutions, they established SCI-Arc as a mechanism for invention, exploration, and criticism, with experimentation and lack of dogma as the underlying principles. They sought to create an architecture program that would be small enough to allow for flexible teaching and one that emphasized the needs of each student. The prevailing ethos was that society and architecture could not be separated.

The school grew rapidly and quickly developed an international reputation and a high ranking among schools of architecture in the country. It attracted motivated students and faculty members from all over the world who were interested in pursuing their own independent ideas about architecture, and who enjoyed SCI-Arc’s emphasis on process.

Experimentation, often through direct involvement with materials was, and is, at the core of the curriculum. From the beginning, SCI-Arc saw itself not only as a place for training future architectural professionals, but also as a place where alternative ways of living and working in the man-made environment could be opened up through the study of architecture. The school attracted students and faculty members who felt comfortable with uncertainty and risk, and relished independent thinking.

SCI-Arc’s first facility was a rented, 20,000 square foot industrial building at 1800 Berkeley Street, Santa Monica. The goals, structure, and energy of the school fostered rapid growth, and by 1976, enrollment had reached 350 students. Gradually, the school introduced both an undergraduate and a graduate program organized around a core of studio courses. SCI-Arc was professionally accredited by the National Architectural Accrediting Board (NAAB) in 1976 and by the Western Association of Schools and Colleges (WASC) in 1995.

##### 1987-2001: SCI-ARC SOLIDIFYING STRUCTURES

In 1987, Ray Kappe stepped down as Institute Director of SCI-Arc. His successor, Michael Rotondi, an alumnus of SCI-Arc’s first graduating class, instituted the Organizational Framework, drafted by a Reorganization Committee, in 1989. It remains the blueprint of school operations, functions, and responsibilities. During this time the school also revised its mission statement, reformed and re-staffed the Board of Trustees, pursued and achieved regional accreditation, and established the Academic Council, SCI-Arc’s main representative advisory forum.

In 1990, the Association of Collegiate Schools of Architecture awarded the Topaz Medallion for Excellence in Architectural Education to the school’s founders. The following year, SCI-Arc was selected as one of two architecture schools to represent the United States at the 5th Biennale of Architecture in Venice, Italy. In 1992, SCI-Arc moved to a larger industrial building at 5454 Beethoven Street, in Los Angeles near Marina Del Rey.

In 1996, Neil Denari followed Michael Rotondi's term as Institute Director. It was during his tenure when SCI-Arc moved to the current Freight Depot in downtown Los Angeles and introduced a digital and advanced technological vision into the SCI-Arc curriculum.

Since the Freight Depot renovation was not complete by the time the school moved out of the Beethoven Street building, temporary accommodations were set up for the school in the lot outside the depot. Five portable General Electric modular trailers accommodated classrooms, Thesis studios, and support services, and a single 120-by-220-foot tent housed all other design studios, the library, and a central 16-foot wide exhibition space. The temporary facilities housed SCI-Arc for 12 months.

In its year 2000 Master of Arts ranking, US News and World Report named SCI-Arc 12th in the nation for its Master of Architecture program for the third year in a row, placing it higher than any other architecture school in California.

#### 2001–THE PRESENT: STABILIZING RESOURCES & REINVIGORATING LEARNING

In 2001, Architect Eric Owen Moss was selected as the new Institute Director. While continuing what he terms 'the school's tradition of non-tradition', Eric Moss has overseen a revival of previously neglected basic administrative, financial, and operational structures. It was during the last 10 years that SCI-Arc came to understand the importance of securing the future and sustaining the life of the institution into the 21st century and beyond. Under the current administration, SCI-Arc has come to mutually integrate a consistent and conservative approach to management and operations, including fiscal growth and stability, data and enrollment management resources, recruitment and retention for students and faculty, and a consolidation and oversight of internal resources, with activities and pedagogical directions that serve our Mission to innovate and speculate a new future for architecture, both within the Institute and through many outreach programs.

Initial steps were taken to organize the programs and their curriculums. Under the guidance of the Graduate and Undergraduate Program Chairs, the curriculum was streamlined into four main subject areas: Design Studies (DS), Applied Studies (AS), Visual Studies (VS) and Cultural Studies (CS). These four subject areas were intended to work both progressively, or vertically, throughout each curriculum of the B.Arch, M.Arch 1 and M.Arch 2 programs, as well as harmonically, or horizontally, within each semester, giving students the full range of design, technology, professional skills and cultural understanding in every semester. Program Coordinators, with expertise in each area, were appointed to oversee the particular pedagogy of each study area. Additional Coordinators were appointed to oversee success in Thesis; to initiate progressive benchmarks through regular Portfolio Review; and to encourage public outreach initiatives for our students and our increasingly-global community.

The capstone for the SCI-Arc community was, and continues to be, the preparation of our students to be architectural professionals dedicated to the innovative and experimental advancement of our field. In addition to the stabilization of resources essential to this shared goal, such as the Library databases and material resources; the streamlining of Registration, Financial Aid, and Academic Advising; the further development of Professional Internship and professional alliances through IDP and Alumni activities; and the addition of superior digital and fabrication capabilities including a fully-dedicated Digital Fabrication Shop, SCI-Arc has celebrated the achievement of Thesis. In 2005, SCI-Arc redesigned the academic calendar allowing the B.Arch Thesis term to remain in the spring semester, while the Thesis term of the M.Arch 1 and M.Arch 2 programs shifted from the fall semester to the summer. This change added vigor to the summer term at SCI-Arc, while creating an exciting way to begin and end the new academic calendar at the school. Now, the Graduate Thesis final reviews and exhibition open each new year, while the Undergraduate final Thesis review and all-school exhibit close the year. A continuous Thesis culture has since arisen, allowing for a near-constant attention to the most experimental, most inventive work of our students at this important gateway moment in their lives.

In addition to developments within the accredited programs, SCI-Arc has also initiated a number of postgraduate institutes over the last ten years to assist our mission of exploration and experimentation. While two of these programs, MediaSCAPES and Fresh Urbs more dynamic and flexible research initiatives dedicated to the innovation of media in architecture, the SCIFI, or Southern California Institute of Future Initiatives, program launched in 2005 has continued to be a think-tank and laboratory for our ongoing commitment to fresh thinking about the discipline's current challenges and future directions. The program focuses on offering students new skills to influence urban life under the pressures of economic globalization, environmental change, and shifting populations.

In 2008, the school continued its focus on improving the school's administration by hiring individuals with an expertise in higher education administration and development. This led to the creation of two new positions at the school - a Chief Operating Officer (COO) to manage the operational and fiscal responsibilities of SCI-Arc, and a Chief Development Officer to foster relationships with SCI-Arc's alumni and current donors, and build new relationships with corporate, foundation, and government representatives in order in order to fund new scholarships and opportunities for the SCI-Arc community. These positions and expanded departments could not have happened without first stabilizing the financial security of the school.

In 2009, SCI-Arc made funds available and went "live" with the new Jenzabar EX – Enterprise Planning and Data Integration Software. This integrated software data tracking system delivers service throughout the student lifecycle, from admissions through commencement and beyond. Jenzabar EX offers the SCIArc administrative staff a complete family of fully integrated student and faculty data information, allowing the Institute to accumulate this data regarding students, faculty, and staff as a whole and answer more indepth questions about the demographic composition of the school and potential new directions.

In 2010 SCI-Arc continued to re-evaluate the school's academic leadership, aspirations, and continued voice in the discourse in architecture by restructuring the academic leadership of the institution. This improvement led to the promotion of **Hsinming Fung** of Hodgetts+Fung, from Graduate Programs Chair to a new role as Director of Academic Affairs. In addition, the school appointed **Hernan Diaz Alonso** of Xefirotarch as SCI-Arc's Graduate Programs Chair, and hired **John Enright** of Griffin Enright Architects as Undergraduate Program Chair. It was also at this time that the school appointed new coordinators for the Applied, Cultural, General, and Visual Studies curricular programs in order to continue the school's goal to introduce SCI-Arc students and faculty to young, unusual, international architects who are active in the profession, and help keep the school fresh with new ideas.

It is also during this time that SCI-Arc received two major grants to create the SCI-Arc Digital Lecture Archive, a free web archive including more than 1,000 hours of key architectural and design lectures and symposia from 1974 to the present. A transformative \$200,000 grant from The Getty Foundation and a significant \$70,000 grant from the National Endowment for the Arts will be used by SCI-Arc to digitize, transcribe, curate, and present lectures by some of the most important architects, designers, and theorists who have guest lectured at the school during the past four decades, to form one of the most complete architectural archival collections of its kind in the world.

In 2010, SCI-Arc was ranked second in both the **Design** and **Computer Applications** categories of the recently published **2011 America's Best Architecture Schools** survey from DesignIntelligence. The B.Arch program took sixth place among the 20 top-ranked undergraduate architecture degree programs.

In 2011, SCI-Arc officially purchased the current Santa Fe Freight Depot building, where the school has been located since 2001. The campus purchase is a significant goal realized for SCI-Arc, as the depot will be the school's first permanent home in a 39-year history. For downtown Los Angeles, the sale of the land and the Santa Fe Freight Depot building to SCI-Arc is a key moment in the economic

stability of an underdeveloped area of the city—the eastern edge of downtown. By owning its campus, SCI-Arc becomes a permanent player with a significant stake and role in the long-term revitalization of the area—the third major redevelopment zone in downtown Los Angeles along with LA Live and Grand Avenue.

**2014 Program Response:**

**2012-Present**

Since 2012, SCI-Arc's history has continued to remain active. In Fall 2013, SCI-Arc began the process to search for its next Institute Director. In September 2014 – after a search process that included collaboration with the Administration, Faculty, Students, Staff, and Alumni - The Board of Trustees of SCI-Arc announced **Hernan Diaz Alonso**, architect and educator, as the school's new Institute Director beginning September 2015. This is an energizing moment for the entire SCI-Arc community who look forward to welcoming a new Director.

**Fundraising/Grants/Scholarships:** The Office of Development and Alumni Affairs at SCI-Arc has continued to build stronger relationships with the institute's key stakeholders and to establish and embed a culture of philanthropy at SCI-Arc. Some of the highlights since the last NAAB visit in 2012 include:

- **Endowed Chair:** The establishment of SCI-Arc's first endowed chair "The City Chair" through an irrevocable estate gift of \$1 million from a member of the Board of Trustees. This named and endowed chair will bring a permanent focus to the exploration of cities at SCI-Arc.
- **ArtPlace Grant:** A major grant of \$400,000 from ArtPlace to support creative placemaking at SCI-Arc. This grant allowed SCI-Arc to add two new venues to campus – a new outdoor graduate pavilion and the Hispanic Steps – both of which are available to the public for events in the Arts District. SCI-Arc was one of a handful of grantees selected from a field of over 2,000 applicants to receive this prestigious grant.
- **Gehry Prize:** The establishment of the Gehry Prize through an endowment gift of \$100,000 from Frank and Berta Gehry. Each year, the school's top graduate thesis is now awarded a prize that bears the name of one of the leading practitioners of architecture. The gift from the Gehrys also generated substantial media interest and helped build visibility for SCI-Arc.

**Alumni Events:** SCI-Arc also continues to actively engage its alumni in the life of the school, and hosts several alumni and friends gatherings around the world each year. In the past three years, SCI-Arc hosted events in the following cities: Los Angeles, Denver, Chicago, New York, Seattle, Miami, Newport Beach, Washington D.C., Seoul, Shanghai, Hong Kong, Singapore and Tokyo. Alumni engagement and support helps SCI-Arc advance its priorities and build a margin of excellence. Alumni support is perhaps most apparent at Main Event, the school's annual fundraiser, which raised over \$200,000 this year, building substantially on prior events and demonstrating the growth of fundraising efforts at SCI-Arc.

**Student/Faculty Resources:** In Fall 2013, SCI-Arc created a 24-hour **Self-Service Print Center** to provide the ability to print large-format high-resolution color prints for student and faculty use. In Fall 2014, SCI-Arc **expanded the computer labs** to include 25 additional high-end

PC workstations with upgraded software. Also in the Fall 2014 the Kappe Library at SCI-Arc began offering external access to its online proprietary resource collections via an **EzProxy server**. Smooth integration of EzProxy with existing services enables students, faculty and staff to log in and access these resources anywhere 24/7. In the Fall 2015, SCI-Arc looks forward to the opening of **The Magic Box**: SCI-Arc's new state-of-the-art digital fabrication lab. This new 4,000 square foot facility will house the latest digital production and fabrication technology, allowing students to imagine the future of architecture.

**Community Outreach:** SCI-Arc has continued its ongoing commitment to improving the community. SCI-Arc's has been an active participant in the two most recent **Solar Decathlon Competitions (2011 and 2013)**. This opportunity to work on sustainable housing through a competition sponsored through the Department of Energy, continued to help the institution see the benefits of community centered design/build projects that provide students with real-world experience. In Fall 2014, SCI-Arc and **Habitat for Humanity Organization of Greater Los Angeles** began [a partnership initiative](#) that will allow SCI-Arc students to design and help build homes on land provided for this purpose by the Los Angeles County. This unique collaboration brings innovative design with a focus on health and sustainability to the affordable home design model while offering students the opportunity to directly engage with real-world clients, local residents, and their greater LA community.

#### **SCI-ARC MOVING FORWARD IN 21<sup>ST</sup> CENTURY HIGHER EDUCATION**

Over the years SCI-Arc has developed, at its core, an institutional current and willingness to take risks. SCI-Arc has always been an institution that takes risks just as we encourage students to do. Never static or self-satisfied, but SCI-Arc continues to look at itself, re-model itself, re-evaluate itself and to look forward for areas of improvement and opportunities for the school, now and in the future.

In 2011, SCI-Arc merged the MediaSCAPES program into a more technologically immersive program called Emerging Systems and Technologies | Media (ESTm). The ESTm program prepares students to successfully integrate formal, technical, logistical, and material processes into advanced architectural design, and test students on new levels of environmental performance that will be the basis for experimental design practice in the 21st century. The program is positioned as a leading center for advanced research into emerging materials, robotics, media, and sustainable engineering. The ESTm program takes advantage of the newly launched SCI-Arc Robot House, a research space for hands-on collaborative experimentation, advanced multi-robotic fabrication, and exploration of architectural agency.

Outreach also continues to grow and expand in Los Angeles. This summer, SCI-Arc added to its summer program offerings by the development of Design Immersion Days (DID). DID is a four-week program devoted to introducing high school students to architecture and design. This program was made possible by fostering strong relationships between SCI-Arc and LAUSD, as well as a generous grant from the Ahmanson Foundation. DID now adds to an already exciting blend of summer program offerings which includes Making + Meaning, a five-week summer program that introduces students with an interest in architecture a hands-on exploration of spatial experimentation, design methodologies, and the creative process.

Within the curriculum, SCI-Arc is also re-considering the importance of General Studies, and looking to new ways of introducing students not just to a range of knowledge outside of architectural studies, but encouraging General Studies as an initial and essential step in developing academic rigor and critical thinking skills. Consisting of a two-pronged approach of required General Studies courses and advanced electives in areas ranging from Particle Physics to Projective Geometry; from Creative Writing to Media Culture; and taught by leading experts recruited from the Los Angeles area and beyond, the launching of a revised General Studies curriculum hopes to bring the same innovative

thinking that has guided SCIArc to begin to address broadly-recognized persisting issues regarding the quality of higher education in the United States.

SCIArc has always been a bit iconoclastic, but that has not been to disregard the importance and scope of higher education generally and the development of architectural education specifically. Back in that warehouse in 1972 the conventional educational hierarchies of administrators and senior and junior faculty members disappeared in favor of a more fluid management model that mandated an essential connection of pedagogical content with the administrative direction of the school. Architects who reimagine the design discourse also re-imagine the administrative discourse, unlike the conventional institutional model where those functions are typically segregated.

SCIArc's aspirations are not defined by traditional rules, theories or beliefs. Its most rewarding moments are when the leadership, faculty, staff, and students work outside these traditions – together – and challenge them. To work to create an intellectual, technological, and community conscious environment where students and faculty can think critically not just about the design of a structure, but to question, in an alternative way, what it means in the context of a multicultural and global community - politically, socially, technologically, and economically.

At SCIArc today, administrators continue to teach; teachers continue to administrate.

SCIArc has little or no interest in academic rivalries that so often fractionalize the discourse. It is never “our guys” versus “your guys” — but simply an enduring pursuit of that changing model of the discourse, wherever it leads. Those who joined that debate, whether they belonged to Los Angeles or to other venues, came to SCIArc regularly to discuss the prospects for architecture's future. So SCIArc, almost immediately, began to develop a constituency of colleagues and friends, not joined by particular allegiances, but simply by a shared interest in the exploration of the architecture prospect. SCIArc began as a race with a moving finish line. SCIArc is still running, and the finish line is still in motion.

SCIArc will forever believe that a coalition of individuals, faculty, students, and colleagues will continue to re-write history, and that history will continue to become the history we write.

Several questions remain. Is it possible for an institution to be anti-institutional? How can the responsibilities of the institution be balanced with empowerment of the individual? How can SCIArc identify and address the changing needs of Los Angeles and of downtown? How can architects and educators intervene to improve the city? At SCIArc, the debates begun decades ago continue with renewed vigor.

**BENEFITS THROUGH DISCOVERY, TEACHING, ENGAGEMENT, SERVICE:**

The current administration at SCIArc has seen a period of intense cultural activity for the school, confirming the institution's contribution to the local and international cultural scene. Reflecting the affirmation of the institution's commitment to its community, the Public Programs have been expanded beyond the weekly lecture series, with the establishment of the SCIArc Gallery, Library Gallery and the SCIArc Press, which publishes works engaging in the current discourse of architecture and design.

In recent years, SCIArc has also played an active part in reshaping the city—intellectually, politically, sociologically, and economically—on a number of fronts. SCIArc is not only invested in the dialogue that goes on inside the studios and classrooms, but also in how that same critical dialogue can influence the city of Los Angeles as a whole. SCIArc strives to investigate not only what the city currently is, but also what it's becoming. Thinking critically about how Los Angeles can be a barometer for future cities – and how SCIArc can train architects to view the city as strategists and not just designers through teaching, discovery, and civic engagement.

By moving to the Freight Depot, the school has transformed the area with the injection of over 500 students and faculty, making a previously desolate area of downtown into a lively and livable neighborhood. The school's recent acquisition of the building it occupies, and influence on the development of the adjacent lot, have introduced a practical level to urban issues that in most institutions remain theoretical. They also give the school an opportunity to interact directly with local community organizations such as the Los Angeles River Artists and Business Association (LARABA) and the Arts District Business Improvement District (BID).

The school's value in improving the area has also been recognized through the active and continued support of the Los Angeles Mayor's office; Councilmember José Huizar, 14th district; and Councilwoman Jan Perry, 9th district, who provided assistance with the school's move in 2001, and who gave the Keynote Address at SCI-Arc's 32nd graduation ceremony in the spring of 2005.

Furthermore, since moving to downtown Los Angeles, SCI-Arc engaged the various local communities through a number of Community Outreach projects, which enable students to collaborate directly with community agencies and undertake design/build projects. Assisted by a grant from the Los Angeles Cultural Affairs Department, SCI-Arc Community Outreach Projects received the award for the Arts District at the 4th annual Downtowners of Distinction awards in 2004. They have also been published in magazines and newspapers around the world, enhancing SCI-Arc's international reputation for experimental, hands-on projects with a social application and impact. Recent projects include:

**Fledge: A Double Gateway:** A unique partnership with the L.A. City Bureau of Engineering, L.A. Care Health Plan, and The California Department of Transportation engineers [CALTRANS], supported an educational initiative leading to the design, planning and implementation of an Architectural Interface resolving railing and fence requirements for the 7th Street Bridge over the 110 Freeway.

**Critical Mass:** A team of SCI-Arc students analyzed, dissected, and observed to find strategies of implementation for a bike sharing program in the Wilshire Center District: the most forwardlooking LA district in terms of sustainability. The students were directly involved in the selection of the locations and of the pilot system preliminary design. A higher lifestyle standard is the qualitative aspect of this partnership program; to seek a better quality of life in their urban environment and communality.

**LARABA Student Design Competition - Downtown Los Angeles Dog Park:** SCI-Arc students Joseph Brown (M.Arch 1 '13) and Hope Pollonais (M.Arch 1 '13) won a competition organized by the Los Angeles River Artist and Business Association (LARABA) and SCI-Arc Faculty Peter Zellner to design a sculpture for Downtown LA's first dog park. Located on an oddly-shaped 6,000-sq.ft. lot on the corner of Molino and 4th Streets, the Arts District Dog Park opened in summer 2010 and has been a local success story.

**A New Infrastructure: Innovative Transit Solutions for LA/2009:** An open ideas competition invited architects, engineers, urban planners, and students to propose new ideas for LA County's transit infrastructure. The Future Initiatives competition, developed in partnership with *The Architect's Newspaper*, encouraged entrants to develop solutions that dramatically reconfigured the relationship between transit systems, public space, and urban redevelopment. Competitors were encouraged to work within the parameters of LA County's Measure R, which provided major new funding for infrastructure. More than 70 entries from five countries were received.

**Re-Envisioning the Los Angeles Downtown Arts District & Little Tokyo**

**Community:** SCIArc and METRO invited members of the Los Angeles community to a Neighborhood Design Workshop exploring a more livable future for downtown via walking, biking and mass transit.

**Solar Decathlon (2011):** Drawing on the talents of architecture students at SCI-Arc and engineering students at Caltech, SCI-Arc is excited to be a part of the 2011 Solar Decathlon competition. The team has designed and built a net-zero solar-powered house using experimental energy technologies to be displayed on the National Mall in Washington, D.C. The team has spent the last year and a half working on the house, which will be exhibited and judged in October 2011. The SCI-Arc/Caltech Team is the first from Southern California selected for the 20-team competition, held every other year. In addition to other U.S. teams chosen for the 2011 decathlon, there are finalists from Belgium, Canada, China, and New Zealand.

Because SCI-Arc is not embedded within a larger university, community outreach and public programs consistently offered in a once-desolate area of downtown Los Angeles has been vital, not just for the educational benefits derived from these activities, but also as a seed-germ for the unflinching redevelopment of our urban setting. Since moving into the abandoned Freight Depot ten years ago, nearby cafes and shops have opened, real estate prices for lofts and art venues have remained steady, and our own public Bookstore is expanding and growing into a public print center. This active life, this invigoration, that has markedly transformed our internal pedagogy lies at the heart of what may be termed our “external pedagogy,” the implicit learning that is derived from the forging of meaningful educational relationships to one’s world. SCI-Arc has always believed in the active engagement of its students through service to its community. By forging opportunities to act creatively within a larger context, and to encourage the discovery of new design methods and opportunities in a community built by our students and faculty, we hope to prepare students to meet real-world challenges in an inspired and life-long way. Our Community Outreach Programs demonstrate our belief in Civic Participation and Leadership through design advocacy and action.

**HOLISTIC DEVELOPMENT OF YOUNG PROFESSIONALS**

SCI-Arc’s academic programs foster the school’s open-ended spirit of inquiry as well as respond to shifts in society, technology, and culture with a constantly-evolving learning environment where faculty and students work together to advance to the next generation of the architectural discipline. The programs are led by a faculty of practitioners and scholars that are actively engaged in contemporary architectural discourse and production worldwide, working in fields ranging from design and engineering to visual and cultural studies. SCI-Arc’s programs provide a rigorous architectural education that promotes experimentation and creative freedom, and is at once global and local, comprehensive and current.

SCI-Arc’s core curricula for the B.Arch, M.Arch 1 and M.Arch 2 degree programs reinforce our commitment to this global, local, comprehensive and current vision through four main educational rubrics:

1) the demand placed on students to take design studio or other practice-based courses in Visual Studies in every semester at SCI-Arc; 2) the per-semester integration of Applied Studies (required courses in applied technology, environmental studies, sustainable practices, and professional documentation and development), Cultural Studies (required courses in architectural traditions, architectural theory, client practices, and urban studies), and in the Undergraduate program, General Studies, as well as a range of interdisciplinary elective courses to develop within our students a knowledge of wide-ranging conceptual and practical skills; 3) an emphasis placed on practitioner-teachers who are not only knowledgeable professionals, but also personally demonstrate the holism that we seek for our students; and 4) a consistent and rigorous application of our initial focus on “making” to its wider responsibilities and opportunities within the

city and across the world. From critical thinking to technical expertise, to create a fluid and holistic approach to educate architects who accept responsibility for their primary obligation as the shapers of the physical environment; recognize their influence and effect on the nature and quality of those environments; and be aware of their obligations, status, and roles as professionals. This intention has always imposed and continues to impose a set of connected responsibilities, expectations, and capabilities on the program's curriculum.

One of the clearest indications of success in educating holistic young professionals is through consistent monitoring and reciprocal relations with SCI-Arc Alumni. SCI-Arc has over the last few years created an Alumni Council and a permanent staff position for Alumni Affairs in addition to holding regular school events for SCI-Arc alumni to connect with each other, create meaningful professional networks, and to share news. Each year, the Alumni Council hosts an event titled "Open Season" at which current students can meet and interact with alumni, as well as establish a venue for alumni to recruit interns from SCI-Arc, in order to aid and enhance professional development. Not merely confined to local professional associations, the Alumni Council has held similar events in New Orleans, New York, San Francisco and London; and has duly reported the achievements and activities of our Alumni through a biannual magazine and an active Face book presence. The energy and vitality that has emanated out of this organization and the vibrancy of its reputation speaks not only to the current students who can see the exciting possibilities that await them as professionals, but also to those in pedagogical planning who use the Alumni Council as an important assessment and evaluation resource.

**b. Responses to the Five Perspectives**

*[The NAAB will provide this section, quoted directly, from the most recent APR]*

**A. Architectural Education and the Academic Community**

SCI-Arc prioritizes and maintains an ongoing commitment to the growth and sustenance of its academic community. This commitment is consistent and integrated with SCI-Arc's history as a community-driven school of architecture as well with its current mission to develop an effective educational approach that addresses and extends the specific requirements of its students and faculty to the broader needs of its staff, administrators, alumni, Board and the local professional community.

Our community of faculty, students and staff contribute habitually to SCI-Arc's core academic values and enduring culture of scholarship through internal academic and external professional research. Faculty are routinely granted opportunities to conduct architectural research. They participate in funded exhibitions in the SCI-Arc Gallery and have opportunities for publishing activity in the SCI-Arc Press. Faculty also pursue regular fully-funded research initiatives that range from our short-term post-professional research programs in-house, as well as building research conducted by the 2011 Solar Decathlon team. Finally, they participate in outreach design-build studios such as the one led by Alexis Rochas in post-Katrina New Orleans and SCI-Arc's team entries at the Biennale in Venice. Students are encouraged to join in faculty research projects as credit-granting extra-curricular activities, and many of our students have reported that these were among their most enriching academic experiences. Beyond this hands-on academic enrichment, our faculty and students are encouraged to participate in academic venues such as the ACSA, the Society of Architectural Historians, TED and other conferences and symposiums held worldwide, and may expect to receive compensation from the school for travel related to such endeavors. Conference bulletins, lecture series posters, and other research opportunity announcements are posted in the hallway directly outside the Directors' Office and in proximity to faculty mailboxes, or posted digitally to the SC�ARC SHARE folder online. Students and faculty are also steered towards academic excellence through an in-house Library facility with thousands of volumes and university system-wide databases and borrowing privileges. Under an initiative by Hsinming Fung, the Getty Research Institute not only opened its library doors to our students and faculty, but has also recently granted SCI-Arc an impressive fund for the digitizing of its 30+-year lecture archive and the securing of an even broader selection of books and volumes.

SCI-Arc also understands implicitly that excellence in architectural education is neither isolated nor hermetic. Faculty and student accomplishments are gathered by the Faculty and Student Representatives to the Board and announced to the Board at their meetings as well as posted on the News section of our website. SCI-Arc also has a very popular Facebook site that celebrates academic achievements. Through SCI-Arc's culture of frequently scheduled public reviews, lectures, gallery exhibitions and end-of-year academic exhibitions we extend the work of our students and faculty to the local professional community who join us for an ongoing discussion of our pedagogical aims. Finally we tie our internal scholarship efforts to our broader national and global community network through our international exchange programs, and by inviting leading national and international guests and critics to our regularly scheduled academic reviews.

In our Board and Academic Leaders' work to secure our building we believe that we have also permanently secured a home for ongoing academic scholarship for our students and faculty. SCI-Arc's new DID (Design Immersion Days) program for high school students was developed to introduce high school students to architectural issues in a brief but broad curriculum. Utilizing a grant from the Ahmanson Foundation, rising high-school juniors and seniors are offered the opportunity to explore careers in architecture.

SCI-Arc's faculty makes unique contributions to our community via teaching practices linking their individual academic research projects to teaching assignments; by pursuing innovative approaches to technological innovation such as research into architectural prototyping and fabrication; and by expanding teaching beyond the classroom to include the pressing needs of the city and the world at large. Often, these are accomplished through the forging of alliances with other institutions and universities, as well as public agencies as mentioned. Over the last ten years, SCI-Arc has hosted joint symposia with Stanford University, UCLA, USC, the Architectural Association in London, the University of Applied Arts in Vienna, the Bartlett, and the ETA in Zurich. SCI-Arc has also been an active participant, sending representatives to symposia on new architectural horizons in Dubai, Kazakhstan and Beijing. In 2007, the Institute Director and other faculty members were invited to participate in the Shenzhen-Hong Kong Biennale to envision and exhibit new material and resource approaches to life-cycle management in those cities. In 2009, under student-led initiative, SCI-Arc formed an alliance with Caltech to enter the Solar Decathlon, held biannually on the Mall in Washington DC by the US Department of Energy, and intended to exhibit the latest and best sustainable technologies that architecture can offer. SCI-Arc's team was chosen among the final twenty and will be on the Mall in October 2011. In Fall 2011, the Graduate Programs Chair and two other Program Coordinators participated in international workshops for the development of Ponce, Puerto Rico as design hub for the Caribbean. Working with students, faculty at the Pontifice Catholic University and the city government, it will conclude with an international symposium in December 2011.

SCI-Arc recognizes that it is atypical for a non-profit Institute to see its academic mission as a public good, and yet, it has never deterred SCI-Arc from the sense that architecture is a cultural and social practice in addition to a craft. It is this thinking that spurred the move from the Beethoven location to downtown Los Angeles, and to the development of Public Programs and faculty research activities that invited Los Angeles, and the entire world, into our school, while at the same time, promoting our visibility and academic reputation outward. Our public Thesis and lecture events were recognized for their mutually-beneficial academic good by a generous grant from the William Keck foundation to restore and enhance our lecture hall. Our digital resources have also been recognized and funded by an outside benefactor, as well as the aforementioned gift from the Getty, and the funds secured in order to build and maintain our new Robot House, truly reflect this elevated sense of academic purpose and community.

Going forward, SCI-Arc will be expanding its General Studies offerings, not merely as a way of promoting and ensuring academic excellence for our own students, but in hopes that we may provide opportunities for General Education to non-architecture students in the community, and

thereby teach by example, our long-held values towards architectural education as a holistic development of architectural abilities, academic excellence, inventiveness within the discipline and profession of architecture, and beneficial creativity to service and engage the community, however that may be defined.

**2014 Program Response:**

SCI-Arc has continued its ongoing commitment to the growth of its academic community. This commitment continues to guide SCI-Arc's history as a community-driven school of architecture. Since the last NAAB visit, SCI-Arc has created new opportunities and methods for academic collaboration towards architectural education. Some of these opportunities have included:

**ESTm Website:** The [ESTm website](#), dedicated to the Post-Professional - Emerging Systems, Technology, and Media (ESTm) program at SCI-Arc is an online platform designed to easily allow the promotion and distribution of ideas, content and news regarding ESTm program including news about its faculty and student work. As a simple blog structure, it enables faculty and students to share studio and seminar work within and outside the SCI-Arc community. It is also intended to be an important resource for both recruitment and outreach as it allows SCI-Arc to connect current students with recent alumni and prospective future applicants within a single platform.

**ONRAMP Publication:** SCI-Arc has redesigned the annual ONRAMP publication from an annual catalog of student work and into a more critical dialogue through which the plurality of voices, opinions, attitudes, and design work that makes up SCI-Arc presents itself publicly. The publication acts as a projects review in the literal sense of the word by reviewing not only "what did we do?" but more importantly "how did we do?" The aim is not to present the studios and seminars within separate categories, but to play with the conventions of how SCI-Arc demarcates one studio from another and thus to allow for unlikely encounters (for example, between an undergrad core studio project and a postgraduate seminar project) to take place just as these unlikely encounters take place between people within the corridors and studios of the SCI-Arc building itself. The book is organized in three curated sections that incorporate texts by several authors with accompanying images of student projects.

**Fellowships:** Since the last NAAB visit, SCI-Arc created 2 exciting Fellowship Opportunities to be offered and funded each year. The **Design of Theory Fellowship** was created to advance and advocate the necessity for theory and discourse within the contemporary architectural design spectrum. Over the course of the one-year program cycle, Design of Theory Fellows are encouraged to emerge as public intellectuals, leading speculative discussions in the practice of architecture, and connecting these emerging ideas to the discipline both academically and at large. The **Interaction/Hardware/Software Design Fellowship** was created to advance and advocate for the innovative processes of design through the lens of architecture. Utilizing the SCI-Arc Robot House - which focuses on the generation of ideas through simulation and prototyping, engaging collaborative robotics and additive material processes - the fellowship offers the ability to work in a highly collaborative and dynamic design research environment in one of the world's leading architecture schools. The fellow works as part of a dynamic team working on creative design problems and will participate in existing research projects.

**The Association of Collegiate Schools of Architecture (ACSA):** In 2013, the ACSA elected [Hsinming Fung](#), SCI-Arc's Director of Academic Affairs, as the organization's 2013 President-Elect. The appointment recognizes Fung's leadership and forward-thinking vision in today's rapidly changing political and economic context, which has brought about profound changes in architecture education. Fung will serve on the ACSA

Board for a three-year term, beginning on July 1, 2013, with the first year served as Vice President, the second as President, and the third as Past President.

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

SCI-Arc is a global institution, located in the heart of one of the world's most diverse cities. We draw faculty and students from all over the world. Our school is multi-cultural and international in its outlook. Through our Exchange Programs, Semesters Abroad, and Travelling Studios, we prepare our students to engage global issues, and to operate with sensitivity in a globalized cultural, social and economic context.

SCI-Arc promotes in its student body a culture of intelligent risk-taking and thoughtful individualism, rewarding creative and intellectual distinctiveness in the work of the student body and encouraging students to seek out and develop original thought and unique approaches to their work in studio and in their seminars. Every year, SCI-Arc holds an End-of-Year exhibition with the best work displayed from every studio and every seminar regardless of study area. Thesis prizes are also routinely awarded and the best Thesis projects remain on public display. Competition studios and competition participation is regularly encouraged on a semester basis, and all student accomplishments in competitions and scholarship awards are displayed physically at the school and online. In all cases, we celebrate and embrace the "best," and for us, as well as the architectural world at large, the "best" often means thoughtful, intelligent, rigorous and engaged risk-taking. The opportunity for any student to see what this means is constant, whether in the large fabrication experiments and displays by the undergraduate 1A class or in the juried exhibitions of student work.

SCI-Arc is dedicated to ensuring the self-worth of its student body. We regularly reward and promote students' achievements through public exhibition, website announcements, Facebook posts, student publications such as our archive journal, *OnRamp*, and many opportunities for internal and external scholarship awards. We encourage our students to participate and excel in local external events such as the local "2x8" exhibition of works by Southern California schools of architecture, the newly-launched Little Tokyo Design Week, and other venues, such as the recent awarding of the Julius Schulman Prize for Emerging Talent to a recent B.Arch graduate. At SCI-Arc, students regularly participate in the school's decision-making processes via the Student Union, Lectures Committee, Board Meetings, and the Academic Council. All student course evaluations are read by the pertinent faculty, Program Coordinators, as well as the Undergraduate and Graduate Programs Chairs.

SCI-Arc seeks and celebrates diversity within its community of students and faculty as well as staff, administrators, alumni, our board and the local professional community. In the last three years, SCI-Arc has worked to increase the diversity of its student population, including a revised Diversity Initiative. SCI-Arc's recently launched DID (Design Immersion Days) program for high school students was awarded a grant from the Ahmanson Foundation to offer a number of fully endowed positions in the program to students from a broad range of socio-economic, cultural and ethnic backgrounds.

SCI-Arc's history and mission has long focused on promoting the dignity and self-esteem of its students. At SCI-Arc, faculty view their students as equal partners in the learning process. SCI-Arc is committed to enforcing strong academic policies, including our Studio Culture policy, which seeks to encourage students to treat each other respectfully and civilly. In addition, we develop within our students a shared responsibility for the school through the open and available use of resources: Work Study and Internship opportunities; a Library that is open 7 days a week, a traditional and digital Fabrication Shop that is open and supervised continuously with the latest technology in CNC Milling; 3D Printing and Laser Cutting; a continuously open Print Center with professional-quality plotters; a digital Lab for both up-to date Mac and PC platforms; 24-hour access to a secure and monitored building run by Public Safety professionals; online forums, boards and access to instructors and course material contents with enabled campus-wide high-

speed Wi-Fi; and regular and easy allotment of spaces, projectors, a/v equipment and pinup walls. We do not lock classrooms nor hold private reviews, for we truly believe that it is their school and their education.

**2014 Program Response:**

Multi-cultural and international in its outlook, with faculty and students from all over the world, SCI-Arc continues to promote in its student body a culture of intelligent risk-taking and thoughtful individualism, rewarding creative and intellectual distinctiveness in the work of the student body and encouraging students to seek out and develop original thought and unique approaches to their work in studio and seminars. SCI-Arc has continued to define itself as a global institution, preparing students to engage in global issues, and to operate with sensitivity in a globalized cultural, social and economic context. SCI-Arc has continued to further this commitment through approaches such as:

**Study Abroad / Traveling Studios:** Since the last NAAB visit, SCI-Arc has continued the tradition of supporting student travel within the curriculums. Each summer semester, for upper level students, SCI-Arc offers a study abroad program in Tokyo, Japan. The program is led by a SCI-Arc faculty member and select faculty from partner institution - Hosei University in Tokyo.

In the Spring 2014 semester – SCI-Arc offered a Cultural Studies seminar (with a 2 week travel component) to Rome, Italy. The seminar was very popular among SCI-Arc students, and will be considered as a regular offering in future semesters.

SCI-Arc continues to provide funding to help support the required travel component for both the 3<sup>rd</sup> year Undergraduate studio (DS 1030: Field Operations: Static Architectural Systems) as well as the 2<sup>nd</sup> year Graduate studio (DS1121: Architecture's Intervention), and select Vertical Studios each semester to help provide further opportunities for student travel. These travel components have included domestic trips to cities such as New York, San Francisco, Chicago; and international trips to cities such as Berlin, Germany and Barcelona, Spain.

**Visiting Thesis Advisors:** SCI-Arc has worked to enhance the Undergraduate and Graduate Thesis programs by inviting distinguished architects/contributors to the profession to work as Visiting Thesis Advisors. These Visiting Thesis Advisors (1 B.Arch/1 M.Arch) work closely with the thesis students and faculty to mentor students during their final academic year in the B.Arch and M.Arch programs. This includes individual advising; attending thesis reviews as an outside critic; and providing MasterClasses/lectures open to the SCI-Arc community. The current distinguished Visiting Thesis Advisors are Thom Mayne (Undergraduate program) and Jeffrey Kipnis (Graduate program).

**Hennessey + Ingalls at SCI-Arc Supply Store:** In Fall 2014 SCI-Arc announced a partnership between the Hennessey + Ingalls Art and Architecture Bookstore and the SCI-Arc Supply Store. Each semester Hennessey + Ingalls will curate a rotating selection of publication titles available for purchase in the SCI-Arc Supply Store that help support relevant topics in the SCI-Arc curriculum. The list of books offered will be chosen each semester from recommendations provided by the SCI-Arc Academic Affairs department and Curriculum Committees.

**C. Architectural Education and the Regulatory Environment**

SCI-Arc works especially hard to prepare students for transition to professional licensure. Courses in Professional Practice and preparatory courses for licensure such as Structures, Climates, Sustainable Practices, Integrated Systems and Life and Safety are not only required within the curriculum of all three degree programs, but also carried through in the comprehensive design studios and required courses on Design Documentation. Design and seminar faculty are

hired with an eye towards licensure as more than half of our design faculty hold a license in California.

Out students are required to take courses in Professional Practice, and may take up to 6 units of Curricular Practical Training (CPT) to apply towards their IDP.

In the summer prior to their first semester at SCI-Arc, B.Arch students meet individually with SCI-Arc's Academic Counselor to review IDP, NCARB registration, and licensure requirements. At Orientation, IDP, NCARB registration, and licensure exam information is given in an orientation packet and discussed as well. Thereafter across each semester NCARB or CAB (California Architectural Board) visit SCI-Arc for information sessions and Q&A on IDP, NCARB registration, and licensure exams. SCI-Arc's Academic Counselor, who also serves as IDP Coordinator, attends annual meetings for updates on changes to IDP and NCARB, including the annual IDP Coordinators Conference sponsored by NCARB. Two IDP recruitment events are held at SCI-Arc every year, including Open Season by our own Alumni Council.

#### **D. Architectural Education and the Profession**

SCI-Arc structures its pedagogy to prepare its graduates for practice in the global economy with regular design studios focused on global issues, sites, and practices. Our faculty includes many internationally licensed practitioners; regularly-scheduled reviews and public lectures with professional invitees from around the world; and a proven track record of placing our alumni in architectural offices from Tokyo to Dubai, we believe that an internationally-based architectural education is essential and basic to the development of architectural professionals. SCI-Arc has hosted a number of symposia for professional organizations, such as the ASLA and CLUI, and has collaborated with the Mayor's Office and Councilwoman Jan Perry's office on public programs for community development. As well, SCI-Arc has been an active participant at the National Conference for the AIA in 2007 and local AIA events, and encourages our students to freely participate at all of these venues.

Professional development within SCI-Arc is reinforced in our degree programs through three main venues: the practice of forging alliances with other professional consultants within our design studios; demonstrated understanding and respect for global traditions and human behaviors in seminars and in Study Abroad; and increased vertical studio and outreach opportunities that allow for client and semiclient relationships and ethics.

SCI-Arc's Academic Leadership participates on the Mayor's Design Advisory Board, as well as ongoing work with the Los Angeles chapter of the American Institute of Architecture, where many faculty serve on committees and our Director of Academic Affairs, and AIA Gold Medal recipient, Hsinming Fung currently serves as President.

In the comprehensive design sequence in the B.Arch and M.Arch programs, as well as in the second semester studio for the M.Arch 2 program, the use of advanced software technology and the school's Mission towards innovative attention to Structures and Materials, has created an opportunity for SCI-Arc to bring in engineering, sustainability, urban landscape, and software consultants from such esteemed firms as ARUP, OLIN and Buro Happold. Not only does this provide necessary expertise, it also inculcates students immediately with the advantages and means of professional consultation in real-world situations. Students are also encouraged during their Thesis years to take advantage of professional consulting through regularly scheduled "visits" to Thesis studio by internally-recognized structural and material engineers.

In required seminars and through opportunities for Study Abroad, students not only learn of global architectural traditions, but they are also asked to project that learning into meaningful and sensitive design work, as they might encounter as professionals. Recent Study Abroad opportunities in Japan and Italy are considered part of a regular facet of architectural education at

SCI-Arc, and can be used to satisfy credit requirements equal to an entire semester in the B.Arch program.

The required design studio of advanced study in all three degree programs consists of “vertical studios,” taught by leading professionals from across the globe. Many of the vertical studios take as their pedagogical focus a real-world project, with a real client, and thereby increase educational opportunities for enhanced professional development. Two recent examples include vertical studios conducted by the Institute Director, and the Undergraduate and Graduate Programs Chairs – one in Balandra Bay, Mexico, in cooperation with the Universidad Iberoamericana, to develop new design insights, another held on behalf of a local progressive Jewish synagogue, IKAR, to assist them in developing community-sensitive schemes for a new cultural center. In addition, in design-build studios, such as the one first required of our undergraduate students, SCI-Arc often acts as Client or surrogate Client, and in doing so, we aim to teach our students how to balance their design ambitions with a deep respect and understanding of client demands and expectations. By setting budgets for student design build projects, conducting technical and financial reviews in studio, and by reinforcing learning through the act of designing, we introduce students to the range of potential issues that clients will raise across a project’s implementation.

Finally, all studio faculty are required to be practicing professionals. A significant ratio of our Studio Faculty are also licensed professionals. SCI-Arc requires that these faculty regularly bring Professional Development issues into the school and its curriculum through research, teaching, faculty lectures, gallery exhibits and internship opportunities. At Faculty Peer Reviews, conducted every 2 years, all full-time faculty are encouraged to pursue licensure and/or further professional development, such as LEED certification training or association with professional organizations.

**2014 Program Response:**

SCI-Arc has continued to prepare its graduates for practice in the global economy with regular design studios focused on global issues, sites, and practices. In addition, SCI-Arc’s regularly scheduled reviews, public lectures, workshops, and seminars with professional invitees from around the world continue to keep SCI-Arc students connected to growing trends in the profession. Since the 2012 NAAB visit, SCI-Arc has continued this mission by offering students and faculty several opportunities to collaborate with the outside profession such as:

**SCI-Arc Community Lectures on Planning:** In the Fall 2014 semester, SCI-Arc offered a workshop focusing on the new challenges facing Los Angeles’ development in the next century. The series of lectures and panel discussions focused on new ideas involving planning, transportation, fire & seismic issues, and development in Los Angeles and the potential impact on architecture and design. The workshop, organized by the SCI-Arc Chairman of the Board of Trustees, included leaders from several Los Angeles city departments such as the Department of Transportation (DOT), Department of Building and Safety, (LADBS), Department of Planning and Housing Policy, Fire Department, and Geologic and Environmental Sciences consultants. These experts discussed their visions for the future of Los Angeles as it pertains to city planning, design, and future development.

**Mayor’s Conference:** Following a competitive application process, SCI-Arc was selected as the recipient of a grant to host one of three regional sessions presented this year by the **Mayors’ Institute on City Design (MICD)**, a National Endowment for the Arts leadership initiative in partnership with the American Architectural Foundation and the United States Conference of Mayors. The conference (November 12-14, 2014) was designed to foster an appreciation for the role of design in urban centers, and the importance of mayors as advocates for good design. Six mayors from the Western region

convened in a closed-door session with a team of interdisciplinary design professionals to discuss design issues that each participating city is currently facing.

The attending mayors represented a diversity of cities and brought a wide variety of issues to the table. They included **Mayor Jeff Krauss** of Bozeman, Montana; **Mayor Steve Widmyer** of Coeur d'Alene, Idaho; **Mayor Nancy Berry** of College Station, Texas; **Mayor Mark Johnson** of Kallispell, Montana; **Mayor Glenn Johnson** of Pullman, Washington; and **Mayor Lou Ogden** of Tualatin, Oregon. Joining the mayors was a distinguished group of experts in architecture, landscape architecture, urban planning, real estate development, transportation planning and urban design.

### **E. Architectural Education and the Public Good**

SCI-Arc's pledge to community engagement, especially in and around downtown Los Angeles, is a formative component of the school's far-reaching commitment to its responsibilities as a civic institution and a stakeholder in the growth of Los Angeles.

SCI-Arc seeks to prepare its students to be active and engaged citizens as well as advocates for socially responsible architecture. As a requisite portion of the B.Arch and M.Arch 1 curricula, students are exposed to learning in Sustainability Practices, Accessibility, Urban Studies and Critical Discourse that have made architecture a responsible member of wider social, political, cultural, economic, ethnic and community settings and contexts. Requisite studios in urban design that address issues of social housing implementation and development, large-scale projects for education, civil service and entertainment, and radical revisions of infrastructure and environmental resources such as the LA River, are taught alongside required seminars in urban theory that focus on the fragile necessities of everyday life and the potential citizens affected by design. Public good is a commonly-recognized credo and goal at SCI-Arc.

Recent initiatives launched by SCI-Arc represent a wide range of opportunities for students to enrich their architectural education through this most basic credo. The outreach programs that have built the sun shelter for LAMP have also built a park in post-Katrina New Orleans, a series of tent-shelters for homeless on Los Angeles' Skid Row, and supported the initial steps of the now-thriving FoodLA, which has teamed design professionals and students with community gardening and public kitchen advocates throughout the most poorly-nourished sections of the city. Students have been encouraged to initiate recycling programs, fresh produce programs in conjunction with local produce markets, design bike-racks and use material experiments in studios to make sun shades to make our own campus life more enjoyable and beneficial. Students began the entry into the Solar Decathlon, and when it was relocated to another site, fought successfully to have it returned to the Washington DC Mall so that it may serve more directly our nation's goal of a sustainable and ecological future. Students and faculty alike participate in Architecture for Humanity and are currently members of the Haiti Benefit. Even our annual Thanksgiving Dinner is matched through a substantial donation of food for the Skid Row Homeless Project.

SCI-Arc also continues to frequently work with local community organizations such as the Los Angeles River Artists and Business Association (LARABA) on addressing local community needs and issues as well as with governmental groups such as Los Angeles Mayor's Office, the Los Angeles Department of Cultural Affairs, the Los Angeles Community Redevelopment Agency, the Los Angeles Department of Planning on community-driven issues such as long range urban design and planning for the Los Angeles River.

We see the school as catalyst for local community activities as well as a means to explore architecture as political advocacy, and this has been the case for the entirety of its 40-year history, linking our pedagogy to the need to respond to the needs of a changing world.

**2014 Program Response:**

SCI-Arc's pledge to community engagement, especially in and around downtown Los Angeles, continues to be a formative component of the school's far-reaching commitment to its responsibilities as a civic institution and a stakeholder in the growth of Los Angeles. Since the 2012 NAAB visit, SCI-Arc has worked hard to engage the community through architecture and design. In addition to projects described earlier in this report such as the recent ArtPlace Grant award or the Community Lectures on Planning, SCI-Arc has offered many opportunities for civic engagement such as:

**Solar Decathlon:** SCI-Arc's has been honored to participate in the two most recent Solar Decathlon Competitions (2011 and 2013). The opportunity to work on sustainable housing through a competition sponsored through the Department of Energy, continued to help the institution see the benefits of community centered design/build projects that provide students with real-world experience.

**Habitat for Humanity Project:** In Fall 2014, SCI-Arc and Habitat for Humanity Organization of Greater Los Angeles began [a partnership initiative](#) that will allow SCI-Arc students to design and help build homes on land provided for this purpose by the Los Angeles County. Through this partnership, Habitat for Humanity's mission to build homes, communities and hope is enhanced by SCI-Arc's mission of educating architects to engage, speculate and innovate. This unique collaboration brings innovative design with a focus on health and sustainability to the affordable home design model while offering students the opportunity to directly engage with real-world clients, local residents, and their greater LA community. The project will be conducted through a series of design-build courses and studios with the goal of completing one home during the academic year. To date, SCI-Arc has secured commitments of \$75,000 for participation in this project.

**Design Immersion Days:** SCI-Arc's rigorous, four-week summer program for high school students considering architecture and design as a career has been generously supported through grants from local foundations. Initially funded through start up grants from The Ahmanson Foundation, we have engaged a sustainable community of funders, which now includes the National Endowment for the Arts, The Eisner Foundation, the Green Foundation, ACE Program, and former parents. Philanthropic support allows SCI-Arc to waive tuition for low-income and underrepresented students, and helps us to build a diverse pipeline for the undergraduate program.

**Enhancement of public programs:** Each year, SCI-Arc continues to present an ambitious roster of public lectures and exhibitions. Philanthropic funding has enabled SCI-Arc to enhance this programming, most notably through two large grants from The Getty Foundation for an exhibition that was part of its Pacific Standard Time Presents: Modern Architecture in L.A.

**c. Long Range Planning**

*[The NAAB will provide this section, quoted directly, from the most recent APR]*

SCI-Arc has carefully developed a process, which the school continues to refine, by which we catalog and assess our objectives for continuous improvement based on our Mission, curriculum, evolving student needs and our institutional history.

We conduct regular, rigorous self-assessment through a multi-tiered but well integrated process. It involves Board oversight of the Institute Director's performance; evaluation by the Institute Director of the Director of Academic Affairs and Program Chairs; evaluation of faculty performance through a Peer Review process, student evaluations and assessment of faculty development; regular program and course evaluations by students; invited External Reviewers as well as a host of internal review processes. These processes include Curriculum Committee reports to our Graduate and Undergraduate Chairs, Curriculum Retreats, regular meetings of our Academic Council as well as the use of our Design Studio Reviews, End-of-Year exhibitions and Thesis Presentations as a means to assess the school's progress. These processes form a set of checks and balances that allow SCI-Arc to carefully reset its course as a school of architecture from year to year. In fact, the recent restructuring of our administrative structure, from a single Directorship to one shared between the Institute Director as CEO alongside a COO in charge of Operations was a direct result of considerable reflection on how the school functions as it grows and expands. Because we are also accredited by the Western Association of Schools and Colleges (WASC), we are required to keep diligent records of changes in all policy, administration, practices and assessments, which have allowed us to uncover and expose the means by which we achieve and monitor success in architectural education.

At SCI-Arc we deploy a wide range of data and information gathering techniques to help us track the school's performance and inform the development of our short-term and long-range planning objectives. Much of our institutional planning is based on Board Evaluations of the School's Performance, Student Evaluations of Faculty and Courses, analysis of metrics derived from recruitment, enrollment and student academic needs and performance, and the fulfillment of diversity goals (see above). Our school wide implementation and ongoing use of Jenzabar, a proprietary software aimed at aligning all aspects of management for educational institutions, has greatly helped SCI-Arc to link operational excellence, enrollment, retention and academic advancement across the school. Our tracking of student performance, such as that exemplified by our "gateway" Portfolio Reviews required twice in both the B.Arch and M.Arch programs, provide us with a feedback loop mechanism that not only allows regular assessment and monitoring of our students' academic performance, but also a comprehensive measure of how we can best tailor our courses to meet emerging trends of both academic growth and any academic deficiencies we need to resolve. Metrics derived from compiling students' grades as well as digital archiving of student work also allow us to see what is working and what is not working in our Graduate and Undergraduate courses. Finally we track the effectiveness of our recruitment strategies by studying the results of our web-based and traditional advertising and we link this to student retention and performance.

SCI-Arc's long range planning extends to other programmatic and institutional initiatives. The Strategic Plan, adopted in 2006, is still in use, and has included some current developments, such as the Alumni Council and the hiring of an Alumni Affairs associate, the Development Office and the securing of financial resources for scholarships, funded research activities and recruitment and promotion, and the recent purchase of our building which has brought a much-needed sense of stability to the Institute and to the local community. Strategic planning measures have also included ongoing upgrades to our facilities, such as the new 160 seminar room, the Café expansion that will serve the students as an informal meeting space, the hiring of internationally-recognized faculty, and the securing of advanced fabrication technologies such as the design and implementation of our new Robot House, a one of its kind facility that puts the school at the forefront of technological research.

In particular the purchase of our building, secured in the spring of 2011 has allowed for SCI-Arc to start setting out the next steps towards building a campus. This may include thinking and planning for long term student and visiting faculty housing; the nature and impact of our long term commitment to the evolution of downtown Los Angeles as a true transit integrated district, as well as what the future of the Los Angeles River may be and what role SCI-Arc may play in its revitalization.

## **Description of role of 5 perspectives in long range planning**

### **Architectural Education and the Academic Community**

SCI-Arc is dedicated to promoting students involvement in the academic community and in the community setting of the academy in the long-term. The recent reorganization of the academic administration, with the naming of Hsinming Fung as the Director of Academic Affairs, and the naming of John Enright to the Undergraduate Program Chair and Hernan Diaz-Alonso to the Graduate Programs Chair, came as a result of internal assessment aimed at improving academic oversight. It is hoped that by conscientiously choosing leaders at the top of the architectural profession, they will continue to strengthen and secure SCI-Arc's worldwide reputation as a top architectural school. Along with this reorganization, the longrange mandate of its accredited programs is to open SCI-Arc to broader academic discourse through the hosting of conferences and symposia, future research publications of the Robot House and other fabrication advancements, and its innovative approach to architectural education demonstrated in Thesis and in General Studies. Long-term planning at the Board level has already been initiated with the restructuring of the Board with an eye towards institutional fundraising. This includes means by which SCI-Arc can make meaningful ties to private and public sponsors to further promote innovation in design and technological enterprise, as well as to ensure its continued international success. SCI-Arc is currently exploring the possibility of international and joint collaborations with other universities. For example, the Making + Meaning program is currently developing a strategic alliance with other institutions, most recently the University of Mexico in Mexico City. In addition, the Solar Decathlon team has raised over \$500,000 in private, public and matching funds from corporations in China and elsewhere, and we believe that this is merely scratching the surface of the possibilities that emerge from the creative alliance between students, their education and a broader sense of what is meant by "academic community."

### **Architectural Education and Students**

SCI-Arc is an ever-evolving experiment. From its early days to now, and into the future, SCI-Arc sees itself and its educational experience as one that is both intimately connected and engaged with our students and one that understands that the world is changing. Long-range planning to meet student needs is thus twofold. Firstly, we pursue the provision of the very best, latest, advanced facilities, materials, and cultural resources to prepare students for job-ready entry into the professional world. Secondly, we continue and our unique ability to have informal exchanges, even with the most preeminent faculty, to respect student voices and to directly address their needs with compassion and understanding. The securing of our building also means that we can begin to envision the enrichment of student life through design education opportunities implemented throughout the curriculum, from the expansion and renovation to the Shop to the not-yet-built Café Expansion to the eventual designing and building of student housing. Our long-range plan also includes the development of fellowships to recruit young, recently matriculated faculty to maintain high academic standards, the designating of scholarships to offer greater diversity and quality among our student body; and measures to aggressively compete for admittances internationally.

### **Architectural Education and the Regulatory Environment**

SCI-Arc plans regularly to insure that its students have open and comprehensive access to changes and trends across the professional regulatory environment. We strive to make sure that our students have regular access to leading individuals engaged in professional practice as well as plan in advance so that each semester NCARB or CAB (California Architectural Board) visit SCI-Arc for information sessions and Q&A on IDP, NCARB registration, and licensure exams.

### **Architectural Education and the Profession**

SCI-Arc continues to refine and evolve its Professional Practice curriculum for a dynamically changing world. We plan for professionally-focused events that promote greater understanding of the diverse and collaborative roles architects take in the world and we offer our students front-row

seats at events to examine leading edge topics being researched by renowned professionals, including our noted alliance with the Los Angeles chapter of the AIA. Long-term planning also includes increased opportunities to work with local governmental agencies, such as the Mayor's Office, and thereby organize studios and research projects that entail direct student contact with planning offices, code enforcement, site restrictions and client relations.

#### **Architectural Education and the Public Good**

SCI-Arc is committed to planning for focused events and tasks that promote greater understanding of civic engagement and the varied roles architects can take that contribute to the public good. Long-range planning goals not only continue to embrace this basic credo, but also promote various activities sponsored by the SCIFI post-graduate program, such as the CleanTech Corridor competition which has recently been recognized by an APA Focused Planning award, and a commitment to continuing the Solar Decathlon for the next two-year cycle

#### **d. Program Self Assessment**

*[The NAAB will provide this section, quoted directly, from the most recent APR]*

Self-assessment is an intrinsic part of the SCI-Arc community. SCI-Arc has developed a thorough self-assessment process and a series of self-assessment procedures targeted at aligning its educational mission with the Institution's long range strategic plan. SCI-Arc's self-assessment process aims to bring the Mission Statement into line with the Institute's multi-year teaching objectives as well as help us to identify and address strengths, challenges and opportunities.

#### **How the program is progressing towards its Mission:**

Our Mission Statement is "Re-imagining the edge: Educating architects to engage, speculate, and innovate." In essence, our Mission has remained true to its original intent, but it has also evolved to reflect and adjust to the currents of our discipline. While changes occur and adjustments are made, SCI-Arc is committed to continuous self-assessment on many different levels of the school at once. SCI-Arc strongly believes that faculty, staff, and students form essential and equal feedback loops in all matters of policy, curriculum, direction and pedagogy. This cycle is a crucial ecology for the stability and dynamism needed for a progressive Foundation such as ours. As in most architectural programs, our evaluation of student course work and teaching depends heavily on a system of public reviews. Because of the size of the institution, the opportunity to evaluate student work—and by implication, faculty performance and curricular development—occurs frequently and intensively. SCI-Arc regularly implements and assesses alignment to its Mission through performance reviews conducted by the Board; curricular reviews by the Academic Program Chairs and Director of Academic Affairs, in conjunction with faculty-run Curriculum Committees for both Undergraduate and Graduate degree programs; and reviews of student course evaluations conducted by the Student Union. Evaluations of progress towards the Mission also occur through more informal means – school-wide meetings for the assessment and discussion of school-wide changes, such as the purchase of the building; additions and acquisitions to resources are factored into curricular changes, such as the Robot House; and jury reviews and Public Programs, especially those with invited participants from other schools, are continuously used as a means for identifying problem areas and measuring successes.

#### **Ongoing evaluation towards multi-year objectives and how it relates to the five perspectives:**

Since the last NAAB visit, SCI-Arc has continued to critically examine itself and adapt the curricula to meet changing academic, social, economic and technological conditions. While maintaining its spirit of adaptability, the school has worked towards and achieved many institutional goals, such as the acquisition of our physical building. This has led SCI-Arc to identify strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture of the institution and the five perspectives.

**Strengths:** SCI-Arc, although no longer exactly a young school, continues to remain a very dynamic and effective institution. Its strengths lie in its ability to act quickly on pressing issues, respond rapidly to technological innovations, hire progressive new faculty, and, due to its relatively small scale and horizontal structure, continue to pursue a plural, democratic, and transparent approach to architectural education.

**Challenges:** Two examples of some of the challenges SCI-Arc has struggled with for some time include working within the limitations of its facilities as well as mitigating its non-tenure track hiring policies. In the case of the facility challenges, SCI-Arc has learned to think innovatively about space use, and in regards to non-tenure track hiring policies; SCI-Arc has sought to cultivate alternate methods of retaining faculty explained in detail later in this APR. In both cases, these are seen as integral and necessary challenges that are faced by an institution that is not part of a larger, campus-oriented university.

**Opportunities:** SCI-Arc is approaching many opportunities that should positively allow the school to continue to improve through the implementation of its self-assessment procedures which have targeted at aligning SCI-Arc's educational mission with the Institution's long range Strategic Plan. Moving forward, SCI-Arc will continue to address and improve the program's commitment to diversity, community engagement and the integration of state of the art technology, as well preserve its status as a non-profit Institution. The following mechanisms for self-assessment are active and implemented at every level at SCI-Arc:

#### **Institution:**

**Board Governance:** The Board Governance Committee at SCI-Arc seeks to clarify the roles and lines of authority between SCI-Arc's Institute Director, Chairman of the Board, legal counsel, and the board at large, as they relate to supra-curricular issues of the Institution. The committee structures decision-making procedures in terms of short- and long-term priorities, leadership responsibilities, and authority at the board level. In addition, it ensures compliance with and reviews institution by-laws. This committee has been integral in the development of the Board's recent restructuring and the new board governance document that is responsive to the Institution's evolving mission and five-year Strategic Plan.

**Curriculum:** Assessment of the curriculum is conducted broadly and specifically through the following self- assessment mechanisms

**Academic Council:** The Academic Council coordinates overall curriculum direction and development. It meets once every four weeks in the public space of the library. The Directors, Undergraduate and Graduate Programs Chairs, Academic Coordinators, three faculty members elected by the faculty, and five students elected by the students, all hold equal positions on the Academic Council. The Student Union, Faculty Council, academic staff, and academic committees all report directly to the Academic Council.

**Curriculum Committees - Graduate and Undergraduate:** Oversees the specific aspects of the curriculum, including educational development, prerequisite structure, course content and teaching. The Academic Program Chairs, the Applied, Cultural, Visual, General Studies Coordinators, and studio leaders all hold equal positions on these committees. When relevant to the discussion, other faculty, students and staff may be solicited for their insights and input. Once every semester, the curriculum committees conduct a "walk-through" of the studios, in which instructors are asked to present the course content and focus as well as representative samples of student work. Assessment is conducted both horizontally—the integration and pedagogical level of each semester for studio and the required seminars that are taken with the studio, and vertically—the progression from one semester to the next. The "walk-throughs" are conducted publicly,

and welcome student participation. All core studio instructors will be required to submit to the curriculum committees' brief summaries of critics' comments and the discussion that accompanied each final presentation.

**Portfolio Review:** In addition to the public nature of reviews, students are required to submit individual portfolios for review by faculty and administrators twice in their educational tenure at SCI-Arc. For undergraduates, portfolio review occurs in their second year, after their foundation studio and prior to proceeding on to the core curriculum, and in their fourth year, prior to proceeding on to the vertical studios and seminars. For graduate students, portfolio review occurs at the end of their first year and at the end of their required core curriculum, prior to proceeding on to Thesis. The portfolios not only provide the opportunity to monitor the progress of individual students, but also allow for the oversight of student development on a school-wide basis. For this reason, portfolio reviews culminate in a public meeting held with all reviewers and the students to discuss broad curricular issues brought forth by portfolio content.

**Faculty, students' and graduates' assessment of the program's curriculum and learning context:**

**Faculty:** The faculty, and their crucial role in achieving curricular goals, are assessed and evaluated from three main directions — from “above,” “below” and “across.” From “above,” the Directors and Undergraduate and Graduate Programs Chairs routinely meet with faculty to discuss their performance and development. The Director of Academic Affairs, Undergraduate and Graduate Programs Chairs, and Coordinators of the Applied, Cultural, Visual and General Studies programs all attend periodic reviews to monitor progress, pedagogy and teaching style in studios and seminars. The Board is informed of all faculty research, outreach, publishing and accomplishments. From “below,” in addition to anonymous written evaluations of all courses, students are solicited for opinions regarding course content and faculty performance by the Undergraduate and Graduate Programs Chairs and Coordinators. Similarly, the faculty routinely use student performance as a major criteria for further development of the curriculum — identifying deficiencies and advancements to the Program Coordinators and Undergraduate and Graduate Programs Chairs. From “across,” the faculty often assess themselves: core faculty teaching contiguous seminars and studios are encouraged to meet and discuss course material and subject matter to avoid repetition and promote pedagogical continuity. Faculty include one another on reviews, and invite each other to participate as guest lecturers in seminars and studios. All course syllabi are held as matters of public record and are typically used to monitor educational standards at faculty meetings. Faculty representatives, elected by the faculty, sit on all committees including meetings of the Board of Trustees and Academic Council.

**Students:** Student participation in curricular assessment is strongly encouraged. In addition to student members on the Academic Council and student input on the curriculum committees, all seminars and studios must distribute and collect written, anonymous student course evaluations. The forms are reviewed by the Director of Academic Affairs, the Graduate and Undergraduate Program Chairs, and the Coordinators for the Applied, Cultural, Visual and General Studies programs at the end of each semester. Content from these forms regarding level of learning achieved and course improvements are summarized and used by the curriculum committees and reported to the faculty in faculty meetings.

The public display and discussion of student work is also considered as a major form of student curricular assessment. Peer review through open juries and informal discussion is preferred over what are perceived as artificial attempts to quantify performance (i.e. statistical surveys or test scores), and student participation is encouraged. Reviews are also a fundamental method for assessing student development. The developing ability to critically express their ideas through

public speaking, drawing, modeling and research at every level of their education are commonly understood as the primary benchmark for the achievement of the curriculum and its standards.

**Alumni:** Alumni provide regular input towards our self-assessment processes via regular alumni meetings of the Alumni Council. Alumni participate in studio reviews, have input at the Board level, and are regularly engaged as critics, guest speakers and as is often the case, as faculty.

**Staff:** SCI-Arc staff consistently work to better the conditions of employment for the overall benefit of the school. During monthly Manager Meetings, key staff members discuss ways of making their performance review process more timely and relevant. A number of models were presented by the Human Resources office, and debated in terms of their appropriateness to the situation of staff at SCI-Arc.

**Self- Assessment Activities Informing Long Range Planning, Curriculum Development, Learning Culture, And Responses To External Pressures Or Challenges To The Institution:**

SCI-Arc's ongoing self-assessment procedures and activities are regularly reviewed by the Institution's leadership at the Board, Directorship, faculty, staff and student levels. SCI-Arc has adopted the following Four Step Assessment Loop that provides a mechanism for regular improvement and self-correction to occur in a non-disruptive and evolutionary fashion:

**1. Identify need for Change**

Steps: gather and review data. Ask questions

**2. Build Tools for Change**

Steps: conduct internal reviews; assess issues

**3. Develop plans for Change**

Steps: apply findings to set goals for change

**4. Review, Discuss, Approve and Implement Change**

Steps: Ratify and apply changes; reevaluate and return to Step 1.

This process is recursive and therefore it has allowed SCI-Arc to meet its long-range goals and multi-year objectives. Recently SCI-Arc's Four Step Assessment Loop has allowed the school to Institute changes such as: the introduction of new curricular content via the development of the of the General Studies program, the implementation of Jenzabar school wide database and academic interface; the construction new facilities for SCI-Arc's Robot House; the reorganization of the school's academic governance structure; and the implementation of a more sophisticated student recruitment strategy.

Like many growing institutions of higher learning, SCI-Arc has faced challenges and pressures. In part some of these tests to the school have been external: adapting to the current economy, and learning how to operate in the global educational market. Other stresses have been generated internally such as the challenge the school faced when completing the recent building and property purchase or the more deeply structural challenges SCI-Arc faces as a stand-alone school of architecture, unattached to a larger university environment.

External challenges also include the increasing complexity of meeting needs and recruiting students and faculty in the global economy. We have a five-year Financial Forecast that is used to constantly reassess and adjust our Annual Budget to regulate our operational expenses, plan recruitment activities, and create each year's operating budget in accordance with the five-year Plan in order to be responsive to external conditions. The restructuring and expansion of our Development Office also enables SCI-Arc to identify external funding resources in order to nimbly facilitate the future of our research programs and scholarships.

**5. Summary of Activities in Response to Changes in the NAAB Conditions (NOTE: This section is not required for programs submitting reports in 2013.) – NO RESPONSE TO SUMMARY.**