

Department of Architecture

National Architectural Accrediting Board

# Appendices

Program Report

Prepared Summer 2007



California State Polytechnic University, Pomona

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## 1. Promotional Materials for B.Arch. and M.Arch. programs

### A. B.Arch. Program

#### Bachelor of Architecture Program

California State Polytechnic University, Pomona

#### Judith Sheine

Department Chair

**Architecture Website: [www.csupomona.edu/~arc/](http://www.csupomona.edu/~arc/)**

**Cal Poly Pomona Home Page:** [www.csupomona.edu/](http://www.csupomona.edu/)

**Department Number 909/869-2683**

The Department of Architecture is an important part of the College and University. It is the only impacted program at Cal Poly Pomona.

- The Department is committed to a study of architecture that focuses on the reflection encouraged by scholarly pursuit; a genuine concern for people, culture and environment; and developing the skill of the artisan. As a polytechnic institution, we stress the linkages between learning and the application of knowledge in creative problem solving.
- We value diversity in our programs and in our student and faculty community. Our program embraces no single design philosophy, rather it encourages the exploration of a wide range of ideas. We engage in an education process that provides our students with diverse principles, knowledge and skills.
- We teach our students to think critically about personal and professional ethics, social responsibility, environmental sustainability, historic precedents, and cultural context.

*The department's mission is:*

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

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

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

The Department of Architecture is a member of the Association of Collegiate Schools of Architecture. Courses are taught by a faculty of professionals engaged in practice, education, and research. Both the Bachelor of Architecture, (B.ARC) and the Master of Architecture (M.Arch.) as first professional degrees, are accredited by the National Architecture Accrediting Board. In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Master's degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The learning experience leading to a NAAB accredited undergraduate five-year Bachelor of Architecture or three and a quarter year Master of Architecture degree is an interweaving of lecture, seminar and studio. It is a learning process that is incremental and iterative. Content in History, Structures, Environmental Controls, Computers and Practice is first introduced in studio support lectures, explored in depth in core classes, applied in more advanced studios and explored further in advanced elective offerings.

The design studio is the central element of this integrative learning process. In the last two years of undergraduate studios, and the last year of our graduate studio, our students are offered a variety of topic studio options: Architectural Design and Theory, Urban Design, Building Science, and Interior Architecture. All students develop culminating Senior or Graduate Projects which display a broad range of knowledge in their subject matter, require supportive research and represent the diversity our program generates.

Our program is strongly committed to preparing our students to enter into Professional Practice. As part of our curriculum, we require 500 hours of internship experience outside of the College. Of this time, 250 hours must be spent in a professional architect's office with exposure to, and participation in, practice modeled after the IDP program. This provides early insight into the relationship of our curriculum to the challenges of future practice.

Our students' education is enriched by being in a college with the other design professions of Art, Landscape Architecture, and Urban and Regional Planning. Formal and informal opportunities for interdisciplinary learning are an important part of our program.

A major enhancement to our program is the opportunity for study abroad. Over 35% of the graduating students have studied abroad from three to nine months in one of several programs offered by the College.

Our programs are viewed within the University as rigorous, stimulating and challenging, and are recognized for enriching the Cal Poly environment.

### **CAREER OPPORTUNITIES**

Architects have a key role in the shaping of the environment. They are involved in design activities that range in scale from city and community design to house and furniture design. They work in concert with planners, urban designers, landscape architects, engineers, graphic designers and other allied professionals. They work in large and small offices in both the public and private sector.

Recent graduates of our program can be found throughout the Los Angeles region in architectural firms or in architectural roles within corporate or governmental settings. Our graduates are also engaged in related fields such as real estate development, contracting, industrial and space design, and public administration. A number of our graduates are presently active in architectural teaching and research.

### **GENERAL ADMISSIONS INFORMATION**

The undergraduate program in the Department of Architecture is considered to be "impacted," that is, many more students apply than can be accommodated each year and a supplementary admissions process is required by the University and the Department. For further

information about University and Department requirements for "impacted" programs, please refer to the University website [www.csupomona.edu](http://www.csupomona.edu) and to the text below.

One of the primary rules of this supplementary admissions process is that applications are only accepted from October 1 through November 30 for the following academic year. As a result of state impaction requirements, non-resident and foreign students are not eligible to apply to the undergraduate program.

Applications are available on-line at <http://www.csupomona.edu/AdmissionApp/>. You may also write or phone the University Admissions Office to request an application (909) 468-5020. Applications are available in September. Students who are currently enrolled at Cal Poly must apply by submitting a Change of Major Petition to the College of Environmental Design Office of Student Affairs. (Building 7, Room 106A). The petitions must be received no later than November 30th of each year .

First time freshman applicants should be aware that admissions are primarily based on the student's grade point average and S.A.T. score; admissions for transfer students and change of majors is primarily based on their college G.P.A. Recent experience has shown that successful candidates for admission usually have, a minimum G.P.A. of 3.6 for high school applicants and 3.2 for transfer applicants. Applicants are notified of the Department's decision in March for those currently in high school and in late March or early April for transfer students currently attending college or university.

In accordance with University policies for student affirmative action, women, minorities, and disabled persons are especially encouraged to apply.

#### **FRESHMAN APPLICANTS**

Students who have less than 18 quarter (or 12 semester) units of transferable college credits by the end of the fall quarter (or semester) during which they apply are considered freshman applicants. Selection for positions is determined by ranking the applicants by Eligibility Index which is comprised of the student's high school grade point average (exclusive of grades in Physical Education, Military Science, and Marching Band) and S.A.T. scores. This criteria also applies to freshman applicants on campus who are requesting a change of major. Although fall quarter grades for college will not be used for ranking purposes, applicants must be in good standing (2.0 G.P.A. or better) on the basis of their college records.

Review of portfolios is not usually a part of the application process.

#### **TRANSFER APPLICANTS**

For fall 2008 admissions, the University is only accepting upper division transfers. This also applies to Change of Major applicants. Upper division transfers must complete 60 semester (90 quarter) units of transferable coursework, including 30 semester (45 quarter) units of courses equivalent to general education requirements, with a grade of "C" or better by the end of the spring quarter to be considered for admission for the fall quarter and by fall 2007 for the summer 2008 quarter. The 30 semester (45 quarter) units must include all of the lower division General Education requirements in the categories of the "Golden Four" Oral Communication, English Composition, Critical Thinking and Quantitative Reasoning. These courses shall all have been completed by the end of the fall quarter in which the student applies to the program (e.g., by the end of fall 2007 for entrance in fall 2008). For applicants seeking admission for the following fall quarter, Spring 2007 enrollment in any of these courses will not be counted as meeting this requirement. [NOTE: Currently, the University is only accepting applications from upper division students.]

Transfer applicants will be ranked by college grade point average of transferable courses. These same policies apply to on campus applicants who are requesting a change of major. Change of major applicants who are recommended for acceptance must remain in good standing (2.0 G.P.A.) at Cal Poly.

In addition, the transcripts of transfer and change of major applicants are reviewed to determine whether each applicant (who is ranked high enough to be considered for admission) is eligible for advanced placement in the program. To be eligible the student must have completed a minimum of 8 quarter (or 6 semester) units of ARCHITECTURAL DESIGN COURSES. Students who are accepted into the program and who, based upon transcript review, are eligible for advanced placement are then asked to submit an 8 1/2" by 11" portfolio of their work so that the Department can determine in which year of study each student should be placed. Experience has shown that some students reviewed for advanced standing are placed in the second year of architectural design. A sizable number are also placed either in the first year or are required to attend summer school before beginning the second year design studio in the fall. A very small number are placed in third year design studio and are required to attend summer school before beginning the third year design studio in the fall.

To be placed in **second year**, the student must have completed the following prerequisites: English 104 and 105 and Math 106.

To be placed in **third year**, the student must have extensive architectural design and related coursework and have completed the following prerequisites: Physics 121, 121L, Math 106, English 104, 105 and Architecture 341 (Building Construction) and, Architecture 361, 362, 363 (Architectural History). Only a small number of exceptional students are given third year placement.

#### **APPLICATION**

Available on the web at <http://www.csupomona.edu/AdmissionApp/> or from local high school or community college Counseling offices or by calling Student Outreach and Recruitment at (909) 869-3210. Application fee: \$55.

#### **UNIVERSITY FEES:**

0-6 units = \$ 712;

6.1 or more units = \$1099;

Parking fees = \$90/quarter.

First Year Design Studio Students will have supplies and equipment purchases. The cost of materials for projects in each design studio will vary from quarter to quarter.

#### **SCHOLARSHIPS**

There are many scholarships awarded to qualified applicants both within the department and through the University. Most departmental scholarships are for advanced students. University scholarship information is available through Financial Aid or through the website: [www.csupomona.edu/~financial\\_aid/](http://www.csupomona.edu/~financial_aid/).

#### **HOUSING**

Dorms house approximately 1,400 students in fully furnished rooms with recreation, lounge, food and laundry facilities. Contracts are issued for the academic year and students should apply early. Housing costs are subject to change; up to date information is available by calling the Housing and Residence Life Office or through the website [www.csupomona.edu/~housing/](http://www.csupomona.edu/~housing/).

#### **Contact Numbers:**

**Admissions:** (909) 869-3210

**Records:** (909) 869-4900

**Financial Aid:** (909) 869-3700

**Housing:** (909) 869-3307

**Architecture:** (909) 869-2683

**ENV 101/L Foundations of Design I (4)**

Studio introducing undergraduate ENV majors to design fundamentals, stressing a basic vocabulary of 2- and 3-D design and design process in an atmosphere of discovery and creativity. Projects will focus on perception, visualization, representation, and expression as well as introduction to the examination of aesthetic, symbolic, and cultural elements. First studio of a two-studio ENV sequence.

**ARC 102/102L Intro to Architectural Design (1/3)**

An introduction to the processes of design through studio projects addressing the role of process in the development of form. The course focuses on drawing and model construction as a means to seeing and understanding. One 1- hour lecture, three 3- hour studios. Prerequisites: ENV 101/101L.

**ARC 103/103L Introduction to Architectural Design (1/3)**

An introduction to the formal and spatial language of architecture explored studio projects informed by the analysis of case studies. Prerequisites: ARC 102/ 102L. 1 hour lecture, 3 three-hour labs.

**ARC 150 Foundation for Digital Design Model (2)**

General overview of digital modeling tools, methods and uses. Instruction focuses on a general-purpose modeling tool, with direction self-instruction and/or access to on-campus aids for general software training. Overview of online ethics, use of online help and FAQs, University and College computing facilities, protocols, Intranet and email accounts. Two 2-hour lecture.

**ARC 200 Special Study for Lower Division Students (1-2)**

Individual or group investigation, research, studies or survey of selected problems. Problems to be student-initiated under faculty guidance. Total credit limited to 4 units, with a maximum of 2 units per quarter.

**ARC 201/201L Architectural Design (3/3)**

Exploration of basic design and architectural elements. Continuing development of the process of architectural design with an emphasis on two and three dimensional communication techniques. Prerequisites: ARC 103. 3 lectures, 3 three-hour laboratories.

**ARC 202/202L Architectural Design (3/3)**

A continuation of basic design exercises focusing on simple buildings and their relationship to the site and to the imperative of nature. Prerequisites: ARC 201. 3 lectures, 3 three-hour laboratories.

**ARC 203/203L Architectural Design (3/3)**

The design process continued using simple programs and the influence of context. Introduction to environmental and structural constraints. (C grade or better required for advancement to ARC 301.) Prerequisites: ARC 202. 3 lectures, 3 three-hour laboratories.

**ARC 299/299A Critical Thinking in Architecture (3/1)**

Introduces the beginning architectural students to the long history of the built environment. Discusses the history of architects' practices and architectural theories that accompanied the evolution of these practices. Focuses on basic critical thinking skills that are crucial for the understanding of architectural theories. 1 three-hour lecture, 1 one-hour activity

**ARC 299/299L Special Topics for Lower Division Students (1-4)**

Study of a selected topic, the subject matter and title to be initiated by the faculty in advance. Instruction is by lecture, laboratory, or a combination.

**ARC 301/301L Architectural design (3/3)**

The design process as it relates to building materials and construction. The interaction of aesthetic, technological, and economic determinants. Prerequisites: ARC 203 with C grade or better, ARC 341, ARC 363, MAT 106, PHY 121/121L. 3 lectures, 3 three-hour laboratories.

**ARC 302/302L Architectural Design (3/3)**

Interaction of construction technology, human behavior and site development on the design of multiple buildings in specific context. Prerequisites: ARC 301. 3 lectures, 3 three-hour laboratories.

**ARC 303/303L Architectural Design (3/3)**

Integration of construction technology, human behavior and site development on the designs of mixed use buildings in specific context. Prerequisite: ARC 302. 3 lectures, 3 three-hour laboratories.

**ARC 321/321A Structures (3/1)**

Theories of structural design and the relationship of structure to form, function, and economics. Analysis of structural systems, including the determination of forces and systems, including the determination of forces and stresses. Prerequisites: ARC 203, MAT 106 PHY 121, 121L. 3 one hour lectures, 1 one hour discussion.

**ARC 322/322A Structures (3/1)**

Theories of structural design and the relationship of structure to form, function, and economics. Analysis of structural systems, including the determination of forces, stresses and deflections. The design of wood and steel structures as a medium for introducing structures as a medium for introducing basic concepts of building and construction systems and materials. Prerequisites: ARC 321. 3 one hour lectures, 1 one hour discussion.

**ARC 323/323A Structures (3/1)**

Theories of structural design and the relationship of structure to form, function, and economics. Analysis of structural systems, including the determination of forces, stresses and deflections. The design of concrete structures as a medium for introducing basic concepts of building and construction systems and materials. Prerequisite: ARC 322. 3 one hour lectures, 1 one hour discussion.

**ARC 331/331A Environmental Controls (3/1)**

Principles, evaluation and control of environmental systems. Prerequisites: ARC 203, MAT 106. 3 one hour lectures, 1 one hour discussion.

**ARC 332/332A Environmental Controls (3/1)**

Integration, conservation and control of environmental systems. Prerequisites: ARC 331. 3 one hour lectures, 1 one hour discussion.

**ARC 333 Energy Conservation (4)**

Integration and management of environmental systems in design to minimize energy and costs. Prerequisites : ARC 332. 3 one hour lectures, 1 one hour discussion.

**ARC 334 Solar Design Applications in Architecture (4)**

Advanced study of building with respect to solar design. The study of passive and active solar design, building orientation, materials and site-planning. A review of historical applications of solar design. The study of solar design as an alternate energy source. Prerequisites: ARC 332. Two 2-hour discussion.



**ARC 341/341A Building Construction (3/1)**

An overview of construction, building components, and systems investigated through case studies. Prerequisite: ARC 202. Two 2-hour discussion.

**ARC 342/342A Building Construction (3/1)**

Techniques of construction, building components, and systems investigated through case studies and taught as an integral part of ARC 301, Architectural Design. Selected building materials will be discussed. 2 two-hour lectures. Co-requisite: ARC 342A. Prerequisite: Undergraduate or Graduate student in Architecture program.

**ARC 361/361A Ancient and Medieval Architecture (3/1)**

A survey of the architecture of ancient Greece and Rome, of the early Christian and Byzantine eras, and of the Romanesque and Gothic periods in Western Europe. Prerequisites: ENV 115, ENG 104 OR 105 OR COM 204. 3 one-hour discussion.

**ARC 362/362A Renaissance & Baroque Architecture (3/1)**

The theory and design of architecture and city planning from 1400 to 1750 with an emphasis on Italy, France, and England. Prerequisites: ARC 361. 3 one-hour lectures, 1 one-hour discussion.

**ARC 363/363A European Arch 1750-1950 (3/1)**

A survey of modern architecture from the late eighteenth century to the mid-twentieth century including stylistic revivals, technological changes, and achievements of major architects. Prerequisite: ARC 362. 3 one-hour lectures, 1 one-hour discussion.

**ARC 366 Asian Architecture (4)**

Examination of selected topics in the history of Asian architecture from ancient times to the present. 2 two-hour lectures. Prerequisite: ARC 363

**ARC 400 Special Study for Upper Division Students (1-2)**

Individual or group investigation, research, studies or surveys of selected problems. Problems to be initiated by student with guidance from faculty. Prerequisites :ARC 303

**ARC 401/401L Topic in Architectural Design (3/3)**

Topic in Advanced Architectural Design. See Department Office for list of topics offered. Lecture: 3 hours; Laboratory: 9 hours. Prerequisites: ARC 303, ARC 323, ARC 332, ARC 342.

**ARC 402/402L Architectural Design (3/3)**

Topic in Advanced Architectural Design. See Department Office for list of topics offered. Lecture: 3 hours; Laboratory: 9 hours. Prerequisites: ARC 401.

**ARC 403/403L Architectural Design (3/3)**

An exploration of urban design issues including research and analysis of the topics associated with mixed use projects. Prerequisite: ARC 402. Lecture: 3 hours; Laboratory: 9 hours.

**ARC 405/405L Architectural Design (3/3)**

Topic in Advanced Architectural Design. See Department Office for list of topics offered. Lecture: 3 hours; Laboratory: 9 hours. Prerequisites: ARC 403.

**ARC 406/406L Architectural Design (3/3)**

Topic in Advanced Architectural Design. See Department Office for list of topics offered. Lecture: 3 hours; Laboratory: 9 hours. Prerequisites: ARC 405.

**ARC 424/424A Seismic Design in Architecture (3/1)**

A study of the fundamental characteristics of earthquake design in architecture. A survey of building codes, case studies of building performance in earthquakes and calculations relative to earthquake design. Prerequisites: ARC 323. Two 2-hour lectures.

**ARC 425 Advanced Structures (4)**

Topics of importance conducted in seminar addressing particular issues, such as seismic design, tensile structures and case studies in structural performance. Prerequisites: ARC 424. Two 2-hour lectures.

**ARC 426 Advanced Structures (4)**

The structural analysis of a building. The calculation of vertical and horizontal loads on a wood frame or steel structure, and the design and selection of the structural elements and connectors. Prerequisites: ARC 424. Two 2-hour lectures.

**ARC 450 Architect & Digital Design Media for Architects (4)**

A laboratory exploration of the principles governing the use of computers in the architectural design process. This introductory CAD course is designed to give students a working knowledge of the AutoCAD system. Prerequisites: ARC 150, ARC 203 or permission of the instructor.

**ARC 452 Advanced Digital Modeling Design (4)**

Advanced study in the use of computers in the architectural design process emphasizing enhanced visualization skills through the use of electronic media. Prerequisites: ARC 450.

**ARC 454 Interactive Media for Architects (4)**

Exploration and development of the conceptual and technical skills needed to create digital interactive media for use in architecture design and practice. Prerequisites: ARC Completion of ARC 452

**ARC 456 Animation/Simulation Design Methods (4)**

Exploration and development of the conceptual and technical skills needed to create animation and simulation specifically for use in architecture design and practice. Students must arrive with a complete digital model. Prerequisites: ARC Completion of ARC 452. Student must arrive with a complete digital model.

**ARC 460 Architecture and Historic Preservation (4)**

Survey of the relationship between new design and the preservation of historic buildings, structures, and landscapes, from antiquity to the present. Among the issues to be discussed are the theories and practices associated with the historic preservation movement, the impact that historical values, aesthetics, culture, politics, and economic factors have in the preservation process. 2 two-hour lectures. Open to non-majors. Prerequisite: Upper division standing or permission of the instructor.

**ARC 463 Architecture and Urbanism (4)**

Examination of theories which form the basis for the design of buildings in the modern urban and suburban settings. 2 two-hour lectures. Prerequisites: ARC 363, 464 or permission of instructor.

**ARC 464/464A American Architecture (3/1)**

English, Spanish, and French Colonial American Architecture of the new republic. Nineteenth-century eclecticism and technical innovation. The formulation of a modern architectural theory. Prerequisites: ARC 363. 3 one-hour lectures, 1 one-hour discussion.

**ARC 465 Contemporary Architecture (4)**

A study of the development of post-Bauhaus architecture in England, France, United States, Japan, and South America. Prerequisites: ARC 363.

**ARC 467 California Architecture: The Look of the Place (4)**

California examined from the vantage of its architectural elements, its houses, workplaces, civic spaces, and roads, and their history. The influences, events, values, technologies, and processes which interact in the making of architecture and which result in human patterns upon the landscape of California will be surveyed. Field trips. Open to undergraduate's non-majors. Prerequisites: ARC 363 or permission of instructor.

**ARC 468 Latin American Architecture (4)**

A survey of architecture and urbanism in Latin America from the Pre-Colombian era to the present. Identification of design issues is addressed through case studies and design exercises. Prerequisites: ARC 363.

**ARC 471/471A Architectural Practice (3/1)**

The administrative, legal, ethical aspects of the architectural profession and the relationship between the profession and the construction industry. 2 two-hour lectures. Corequisite: ARC 471A. Prerequisite: ARC 203 or Equivalent.

**ARC 473 The Architect and the Development Process (4)**

The potential roles of the architect in the development process discussed. Issues include goals, appraisal of needs, economics, and market analysis feasibility studies, appraisal procedures, cash flow methods, financing options, decisions, design and delivery processes, involvement at levels of design decisions and project administration. Prerequisites: ARC 471/A.

**ARC 476 Business Development in Architecture (4)**

The study of the relationship between the architect, employee, client, and contractor; including a study of the new business development strategies, winning a commission, marketing, and client communication. Prerequisites: ARC 471/A

**ARC 481 Behavioral Factors in Architecture (4)**

Relationship of the concepts of psychology, social anthropology and sociology to the design of the built environment. The effects of architecture on its users. The relationship of social pattern and cultural mores to urban patterns. Prerequisites: ARC upper division standing or Graduate.

**ARC 482 Behavioral Factors in Architecture (4)**

A course designed to study methods of programming and project evaluation in the development of architectural design work.

**ARC 483 Behavioral Factors in Architecture (4)**

A course designed to study in a seminar format case studies of the application of behavioral factors in the design process.

**ARC 485 Design Issues in Housing (4)** Current behavioral, social and cultural issues in housing design as they relate to domestic organization, life cycle, class and ethnicity. Considerations of function and meaning in form-making, design adaptations in light of change, and evaluation procedures. 4 lectures/problem-solving.

**ARC 486 Institutional Environments (4)** Design research on the history and theory of total institutions including hospitals, hospices, mental institutions, prisons and other totalizing environments such as space stations. Design and programming issues such as safety and security, surveillance, home-like qualities, privacy and community, and relation to exterior spaces. 4 lecture discussions.

**ARC 491 Bachelor's Project Research (2)**

Identification, development of bibliography and initial research for bachelor degree project. Prerequisites: admission to ARC 405, and upper division standing.

**ARC 494 Bachelor's Project Programming (2)**

Continuation of ARC 491. Research and programming of the bachelor's degree project; Seminar: 2 hours. Prerequisites: ARC 491.

**ARC 495 Bachelor's Degree Project (8)**

Comprehensive architectural design project illustrating the individual student's proficiency in the design process. The independent design projects are meant to reveal an understanding of programming, human behavior, context, conceptual design, integration of structural and environmental systems, design development, and verbal and visual presentation. Prerequisites: ARC 406 and ARC 494.

**ARC 499/499A/499L Special Topics for Upper Division Students (1-4)**

Study of a selected topic, the subject matter and title to be initiated by the faculty in advance. Instruction is by lecture, laboratory, or a combination. Prerequisites: ARC permission of instructor and ARC 203.

**FACILITIES**

**Model Shop**

The College has a fully equipped woodworking *model shop* near the Graduate studios, with a full time professional assistant available for equipment training and technical assistance. In addition, the College has an *instructional services center* offering materials, reproduction services, and audio-visual equipment checkout.

**Computer Facilities**

The College also has a substantial computer lab, with over 50 computers running on either the MAC OS or WINDOWS operating systems. The lab maintains current licenses on software for word processing, spreadsheet, desktop publishing, image processing, modeling, drafting, rendering, animation, GIS, video editing, and hypermedia. In recent years the Department of Architecture has placed a high priority on the integration of digital media with studio design methods. Most students now use high-end laptop computers for their studio and other course work.

**Resource Center**

The College of Environmental Design maintains its own *Resource Center* with 25,000 books, technical reports, and current periodicals related to the various fields of environmental design; a *slide library* of 55,000 slides covering the history of architecture, urban design and planning, and landscape architecture from ancient times to present; college *archives* which also contains numerous donated items including material from the Offices of Richard Neutra, Craig Ellwood, and Raphael Soriano; and a contract documents and material *samples room*.

### **Research**

The University Library house 2.5 million items including bound volumes, periodicals, technical reports, and microfilm. Its catalog can be accessed by home computer systems. The library also provides computerized search access to over 24 million individual titles in more than 15,000 libraries across the country. Library users also have access to popular computer software and personal computers which are maintained by the University Computer Center. Much of the University library is accessible through a local wireless network.

### **The Neutra House**

The College of Environmental Design is fortunate to have the *Richard Neutra VDL Research House* as part of its facilities. Located in Silverlake, near downtown Los Angeles, the VDL Research House, designed by Richard and Dion Neutra provides the setting for a variety of exhibits, seminars, community outreach activities, meetings and lectures.

### **Further Information**

The Department Administrative Assistant is Ms. Rocky Sanchez. She may be reached for questions related to the status of applications via e-mail at: [rksanchez@csupomona.edu](mailto:rksanchez@csupomona.edu) or [froggyrock@earthlink.net](mailto:froggyrock@earthlink.net).

## B. M.Arch. Program

### Master of Architecture Program

California State Polytechnic University, Pomona

#### Judith Sheine

Department Chair

#### Kip Dickson

Graduate Program Coordinator

**The Master's Program in Architecture** at Cal Poly Pomona admits applicants from a wide variety of academic disciplines. Depending upon a student's background the program can take as many as eleven or as few as four quarters of coursework to complete. Architectural design is at the heart of the program, but the department seeks to provide a firm foundation for future work rather than promoting any one particular direction or school of thought. To this end courses in architectural history and theory, structures, environmental systems, human behavior, computer graphics, and professional practice are required components of the program. Some courses are shared with the Department's undergraduate program. There is dedicated studio space for the exclusive use of the graduate program. All students complete an independent Master's project during the final quarter of design studies.

The Master of Architecture as a first professional degree, (M. ARCH I) is accredited by the National Architecture Accrediting board. In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Master's degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The first year graduate class usually enrolls between fifteen and twenty students. The program, as a whole, has a graduate population of about sixty students. This number keeps the student/faculty ratio small, but is large enough to provide for diversity of backgrounds, experience, and accomplishments.

### PROGRAMS OF STUDY

The programs of study are rigorous and comprehensive and prepare students for a full range of professional activities in the field of architecture and its related disciplines. The basic program is the **M. Arch I**, a first professional degree program accredited by the National Architecture Accrediting Board. This program accepts students from varied academic backgrounds, including non-design disciplines, into a three and one-quarter year course of study. For students with no previous study in architecture, two years of intensive prerequisite course work is followed by a four quarter sequence of courses including a Master's thesis project. Students are strongly encouraged to complete courses in college algebra, trigonometry, and physics prior to beginning this program, since these courses are prerequisites to the study of structures and environmental controls. A course in graphics is also recommended as preparation for the design studio. Students lacking these courses prior to admission may have to lengthen their program by a quarter or more.

The **M. Arch II**, a second professional degree program, provides advanced study for a limited number of students already holding the Bachelor of Architecture degree. The program is best suited for students whose undergraduate, or subsequent professional, work demonstrates the ability and self-discipline necessary for independent graduate study. The program requires completion of a minimum of 60 units (four quarters) of academic work, including a Master's thesis/project, before the degree is awarded. The program, which requires an independently pursued course of study, builds on strengths within the Department of Architecture and the College of Environmental Design in urban and regional planning,

landscape architecture, regenerative studies, historic preservation, and computer graphics and design. Students pursuing the M. Arch II as a teaching degree may have the opportunity to assist faculty teaching in the undergraduate (B. Arch) program.

### ADMISSION to the PROGRAM

For admission, an applicant to the Master of Architecture program must have earned a baccalaureate degree, with an overall undergraduate grade point average of 3.0 or better. Applicants not meeting the GPA requirement may be admitted on a conditional basis if they can demonstrate compensating qualifications. Generally, students may enter the Master of Architecture program in the fall quarter only. Occasionally M. Arch II students or M. Arch I students who receive advanced placement are allowed to begin in the winter quarter. Foreign applicants should contact the Office of Admissions at [www.csupomona.edu/~academic/gradprograms](http://www.csupomona.edu/~academic/gradprograms) at least one year in advance of the quarter they wish to enter for further information and additional requirements.

### Application Steps

1. a) Submit a California State University Graduate application with the \$55 application fee. Applications can be submitted to the Graduate Admissions office in hard copy or electronically at <http://www.csumentor.edu/AdmissionApp>. Web-based applications are strongly preferred.  
b) Retain a copy of the application for your own file, and send a hard copy directly to the Graduate Program in the Department of Architecture.
2. a) Request that **official transcripts** from the institution granting the baccalaureate degree and from all institutions where post-baccalaureate study was completed be sent directly to the Graduate Admissions office.  
b) Send copies of the official transcripts to the Graduate Program in the Department of Architecture.
3. a) Cal Poly Pomona requires a **TOEFL** (Test of English as a Foreign Language) score of 550 or better on the paper-based exam or 213 or better for the computer-based exam. There are no exceptions made for lower scores. The test is required of all applicants, regardless of citizenship, unless the bachelor's degree was granted by a university or college where English is the principal language of instruction. Further information can be obtained at [www.toefl.org](http://www.toefl.org).  
b) The **GRE** (Graduate Record Examination at [www.gre.org](http://www.gre.org)) is strongly recommended, but is not required. Official results of TOEFL or GRE tests must be submitted to the Cal Poly Pomona Graduate Admissions Office.
4. A **portfolio** is required for application to all Architecture Master's programs and should be *sent directly to the Department of Architecture, Graduate Admissions Committee*. . The portfolio must be bound, and no larger than 9 x 12 inches. Items shown in the portfolio need not be architectural projects, nor should they be limited to mechanical or architectural drafting work. Graduate Admissions Committee members are looking for evidence of creative or analytical ability, preferably in graphic form, but items can also be written, or even mathematical in form The portfolio is evaluated in terms of its design, the quality of the work shown, and the care with which the entire portfolio is assembled. In particular, members of the Graduate Admissions Committee use the portfolio to judge the applicant's design potential and compatibility with the direction of the Master's Program.

Applicants wishing to have the portfolio returned should include a self-addressed, stamped envelope. Because of the large volume of material received, we cannot guarantee the safe return of all submitted work. Although every effort is made to protect these submissions, applicants are urged to not submit original work and to keep duplicate copies of all work contained in their portfolios.

5. **A statement of purpose**, a written explanation of an applicant's interests, motivation, and goals in pursuing a professional degree in architecture at Cal Poly, is required. Each statement is read by at least two members of the Department's Graduate Admissions Committee who look for clarity of thought and expression, and indications that the applicant is sensitive to and perceptive of architectural issues. The statement of purpose should be *sent directly to the Department of Architecture, Graduate Admissions Committee*.
6. **Letters of Recommendation** should be from individuals who are in a position to evaluate either the applicant's professional promise or the ability to pursue graduate study at the Master's level. At least one letter should be from a former college teacher with whom the applicant has studied. Three letters are required and should be *sent directly to the Department of Architecture, Graduate Admissions Committee*.

**Application Deadlines (for Fall 2008 admission)**

International Applications:	December 15
Domestic Applications:	January 15
Supporting Documents:	February 15

**FEES AND EXPENSES**

All full-time students (6.1 units and above) pay a state university fee of \$1313 per quarter. Additional campus fees increase the quarterly total by approximately \$260, including parking. Non-residents of California pay an additional \$226 per unit. Check [www.csupomona.edu/~financial\\_aid/costs.asp](http://www.csupomona.edu/~financial_aid/costs.asp) for updated information.

**Expenses**

Rents for single rooms, apartments or houses in greater Los Angeles tend to be expensive, but most architecture students prefer to rent. The choices are limited only by one's pocketbook, or how far one is willing to drive on LA's freeways. Occasionally graduate students can arrange for full room and board in the university dormitories for approximately \$2660 per quarter or in the university suites for approximately \$3260 per quarter. Because most dormitory residents are freshmen and sophomores, graduate students tend to prefer the University Village Apartments adjacent to the campus. Double occupancy apartments at the Village will cost about \$1320 per quarter.

Architecture students spend about \$600 per quarter for books, materials, equipment, and supplies during their initial year in the program. The university advises that students allow for at least \$975 per quarter for personal expenses including transportation. The estimated costs for one academic year ranges from \$12,725 to \$15,250 depending upon living accommodations.

**Transportation**

Since the Cal Poly campus is beyond comfortable walking distance to local stores and restaurants, the automobile is more a necessity than a luxury, no matter how close to campus one lives. There is a public bus transportation available from most sections of the Los Angeles region, but service is not frequent.

**Financial Aid**

A number of scholarships are available to graduate students who meet the varying criteria and who make the applications. The Department of Architecture has some graduate assistantships for advanced students paying about \$1500 per quarter. Application for these positions should be made to the department office via the Graduate Program Coordinator each Spring for Fall



quarter appointments. Other means of financial assistance is available through the University Financial Aid Office.

Many students obtain part-time positions with one of the many architectural firms in the greater Los Angeles area. Notice of available jobs can be found on the Department's bulletin board or from the Internship Office. Students are advised to work no more than 10-12 hours per week during the quarter to avoid conflict with their academic studies. However, such work can be counted towards the 500 hours of professional experience students in the Master's Program are expected to accumulate prior to graduation.

## CURRICULUM

### Prerequisites

It is recommended that *Algebra, Trigonometry, and College Physics* be completed prior to entering the Master's Program: The course sequence for a typical student in the Master of Architecture program is summarized below. Note that Year Three, the actual Thesis Year, has two typical sequences available for students. The first two years of the full program require up to 100 units; the Thesis/Project year requires 60 units.

### Year 1: Design Foundation

#### Summer quarter (optional)\*

LA509/509L	Foundations of Landscape Design	(3/3)
LA 512/512L	Methods for Landscape Architecture	(3/3)
LA 521/521L	Landscape Awareness	(3/1)

\* Up to 8 units of the summer quarter may be transferred for credit.

#### Fall quarter (18)

Arc 501/501L	Intro to Architectural Design 1	(3/3)
Arc 361/361A	Ancient and Medieval Architecture	(3/1)
Arc 481	Behavioral Factors in Architecture	(4)

#### Winter quarter (18)

Arc 502/502L	Intro to Architectural Design 2	(3/3)
Arc 331/331A	Environmental Controls 1	(3/1)
Arc 362/362A	Renaissance and Baroque Arch	(3/1)
Arc 450	Introduction to CAD in Architecture	(4)

#### Spring quarter (18)

Arc 503/503L	Intermediate Architectural Design	(3/3)
Arc 332/332A	Environmental Controls 2	(3/1)
Arc 341/341A	Building Construction 1	(3/1)
Arc 363/363A	Modern Architecture since 1750	(3/1)

### Year 2: Professional Development

#### Fall quarter (18)

Arc 504/504L	Architectural Design 1	(3/3)
Arc 321/321A	Structures 1	(3/1)
Arc 342/342A	Building Construction 2	(3/1)
Arc 471/471A	Architectural Practice	(3/1)

#### Winter quarter (18)

Arc 505/505L	Architectural Design 2	(3/3)
Arc 322/322A	Structures 2	(3/1)
Arc 464/464A	American Architecture	(3/1)
Arc 652	Social Responsibility in Arch	(4)

**Spring quarter (18)**

Arc 506/506L	Architectural Design 3	(3/3)
Arc 323/323A	Structures 3	(4)
Arc xxx	Professional Elective	(4)
Arc xxx	Professional Elective	(4)

**TOTAL UNITS COMPLETED 100**

**Year 3: Exploration and Thesis Development**

**Fall quarter: (18)**

Arc 601/601L	Advanced Arch Design 1	(3/3)
Arc 691	Project/Thesis Research	(4)
Arc 653	Theory and Literature of Arch	(4)
Arc xxx	Professional Elective	(4)

**Winter quarter (17-18)**

Arc 602/602L	Advanced Arch Design 2	(3/3)
Arc 424/424A	Seismic Design	(3/1)
LA xxx	Landscape Arch Elective	(3-4)
Arc xxx	Professional Elective	(4)

**Spring quarter (15-16)**

Arc 694	Thesis/Project Programming	(4)
Urp 505	Context for Planning	(3-4)
Arc xxx	Professional Elective	(4)
Arc xxx	Professional Elective	(4)
	Third Year Units	(50-52)

**Final Quarter: Thesis/Project**

**Fall quarter (8)**

Arc 695 or 696	Master's Degree Project or Thesis	(8)
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**TOTAL UNITS COMPLETED 160**

**PROFESSIONAL ELECTIVE COURSES**

Arc 333	Energy Conservation	(4)
Arc 334	Solar Design	(4)
Arc 425	Advanced Structures 1	(4)
Arc 426	Advanced Structures 2	(4)
Arc 452	Adv Digital Modeling/Rendering	(4)
Arc 454	Interactive Media for Architects	(4)
Arc 456	Animation/Simulation Design Methods	(4)
Arc 463	Architecture and Urbanism	(4)
Arc 465	Contemporary Architecture	(4)
Arc 467	California Architecture	(4)
Arc 468	Architecture of the Americas	(4)
Arc 469	Topics in Southern CA Architecture	(4)
Arc 473	Architect and the Development Process	(4)
Arc 476	Business Development in Architecture	(4)

Arc 482/483	Behavioral Factors in Architecture	(4)
Arc 567	Topics in Design History	(4)
Arc 591/592	Directed Study	(2-8)

Other electives must receive prior approval of the Graduate Coordinator.

## COURSES

### Courses Descriptions

Courses numbered ARC 300 or ARC 400 are shared with the undergraduate program in architecture. They are described in the undergraduate section of the University Catalog.

#### **ARC 501/501L Introduction to Architectural Design 1 (3/3)**

Introduction to the fundamental principles, elements, and techniques of architectural design. Emphasis on basic design, graphic communication skills, and model making. For Master of Architecture students only. 3 lecture discussions, 3 three-hour laboratories. Concurrent enrollment required. Prerequisite: Matriculation into the Master of Architecture program.

#### **ARC 502/502L Introduction to Architectural Design 2 (3/3)**

Introduction, through the case study process, of the ecological, behavioral, aesthetic, and technological determinants of architectural design. 3 lecture discussions, 3 three-hour laboratories. Concurrent enrollment required. Prerequisite: ARC 501/501L.

#### **ARC 503/503L Intermediate Architectural Design (3/3)**

Emphasis on methods of design from programmatic and design development through design detailing 3 lecture discussions, 3 three-hour laboratories. Concurrent enrollment required. Prerequisite: ARC 502/502L.

#### **ARC 504/504L Architectural Design 1 (3/3)**

Investigations into structure and the materials and methods of construction as determinants of design. 3 lecture discussions, 3 three-hour laboratories. Concurrent enrollment required. Prerequisite: ARC 503/503L.

#### **ARC 505/505L Architectural Design 2 (3/3)**

Design of complexes of buildings with an emphasis on issues of context and concept. 3 lecture discussions, 3 three-hour laboratories. Concurrent enrollment required. Prerequisite: ARC 504/504L.

#### **ARC 506/506L Architectural Design 3 (3/3)**

The design of programmatically complex buildings with an emphasis on the integration of structural, mechanical, environmental and energy-conserving systems. 3 lecture discussions, 3 three-hour laboratories. Concurrent enrollment required. Prerequisite: ARC 505/505L.

#### **ARC 567 Topics in Design History (4)**

Non-chronological investigations of the elements, typologies, methods, and context of architecture; comparisons of historic and contemporary designs. 2 two-hour lecture discussions. Prerequisites: ARC 363/363A or ARC 464/464A or permission of instructor.

#### **ARC 591 Directed Study (2-4)**

Directed study on a subject of interest to the student and important to the understanding of architecture. Prerequisite: subject and outline of study must be approved by the Graduate Coordinator no later than the quarter prior to enrollment. May be repeated once for credit.

**ARC 592 Directed Study (2-8)**

Directed study on a subject of interest to the student and important to the understanding of architecture. Prerequisite: subject and outline of study must be approved by the Graduate Coordinator no later than the quarter prior to enrollment. May be repeated once for credit.

**ARC 601/601L Advanced Architectural Design 1 (3/3)**

Topics in the advanced study of the interaction of design methods, user needs, and site constraints on building design. 3 lecture discussions, 3 three-hour laboratories. Concurrent enrollment required. Prerequisite: Matriculation into the M.Arch II Program or ARC 506/506L and passage of a comprehensive design examination. Unconditional standing in the M.Arch I program required.

**ARC 602/602L Advanced Architectural Design 2 (3/3)**

Study of urban design issues, explored through research and analysis of the issues associated with mixed use projects. 3 lecture discussions, 3 three-hour laboratories. Concurrent enrollment required. Prerequisite: ARC 601/601L. Unconditional standing required.

**ARC 652 Social Responsibility in Architecture (4)**

Examination of the social context of architecture and the implicit responsibility of architects to include environmental issues and social needs in their design work. 2 two-hour seminars. Unconditional standing required.

**ARC 653 Theory and Literature of Architecture (4)**

Explorations into the polemics, methodologies, and ideals of architecture through a review of its literature.; emphasis on texts significant to contemporary practice. 2 two-hour seminars. Unconditional standing required.

**ARC 691 Project/ Thesis Research (4)**

Independent work with a faculty advisor to research an issue of interest to the student, and a proposal for a design project/thesis related to it. 1 four-hour seminar. Prerequisite: Admission to ARC 601/601L. Unconditional standing required.

**ARC 694 Thesis/ Project Programming (4)**

Research, programming and site analysis in support of a student's faculty-approved master's project/thesis. 1 four-hour seminar. Prerequisite: ARC 601/601L, ARC 691. Unconditional standing required.

**ARC 695 Master's Degree Project (8)**

Design and presentation of the independently developed design project derived from the work undertaken in ARC 691 and 694. Prerequisites: ARC 602/602L, ARC 694. Advancement to candidacy required.

**ARC 696 Master's Degree Thesis (8)**

Independent written thesis derived from the work of ARC 691 and 694 culminating in a formal presentation and defense. Prerequisites: ARC 694. Advancement to candidacy required.

**ARC 699 Master's Degree Continuation (0)**

Registration for any quarter following assignment of a "Satisfactory Progress" grade in ARC 695 or 696 until completion of the master's project of thesis. Candidates must be enrolled in the university during the quarter in which they graduate.

## **Required Work Experience**

The M. Arch program requires 500 hours of work in a professional office. A minimum of 250 hours of work experience must be with a registered architect. The remaining 250 hours may be accumulated with other related offices, subject to the approval of either the Graduate Coordinator or the Department of Architecture Internship Coordinator. All of the work must be verified by the department's Coordinator of Professional Practice and Cooperative Education prior to graduation..

## **CURRICULAR ENRICHMENT**

### **Summer Environmental Design Program**

This program is open to all prospective students in the College of Environmental Design. It combines an introductory environmental design studio with design awareness and design graphics. It is highly recommended to all incoming students and considered to be an extremely useful introduction to the Graduate Program Faculty from the Department of Architecture, Landscape Architecture, and Urban Planning participate in the program. The course may be used for a total of 8 units of the elective courses required in the program.

### **Institute for International Studies**

Graduate students of the College have the opportunity to study abroad with such programs as the Summer Greek Program which includes travel and study in Paris, France, Biberach, Germany, Italy, and a month-long design studio in Athens. Other programs include one or two quarters in Japan at the Kyushu Institute of Design, a fall quarter program through the Department of Landscape Architecture in Castiglione Fiorentino, Italy, and the CSU/IP (International Programs) in Florence, Italy or Copenhagen, Denmark. A new graduate student spring quarter abroad program in London, England is under consideration, as is a summer program in China. In addition the Department offers funds for independent travel abroad through its Shanks Traveling Scholarship. Department faculty occasionally organize foreign travel/study trips to Italy, Latin and South America, Portugal and Spain.

## **THE SETTING**

### **The Department of Architecture**

Is one of four Departments within the College of Environmental Design, with about one third of the College's 1600 students. The remaining students are divided between the departments of Art, Landscape Architecture, Urban & Regional Planning, and the Center for Regenerative Studies.

### **The College of Environmental Design**

Is one of the seven colleges and schools within California State Polytechnic University, Pomona. The campus is located on approximately 1400 acres of the former Kellogg Ranch, the onetime winter residence of the Kellogg family of Battle Creek, Michigan. Descendants of the Kellogg family's herd of Arabian horses are still stabled on the campus. University enrollment numbers 20,000 including 1800 graduate students. The Department of Architecture graduate program enrolls approximately 60 students.

### **Cal Poly**

Is located within the greater Los Angeles area of Southern California. The campus is located adjacent to a major freeway intersection connecting it to downtown Los Angeles 25 miles to the west, the rapidly urbanizing areas of Orange County to the south, and western San Bernardino and Riverside Counties, the nation's fastest growing region, to the east of the campus. The Los Angeles region is rich in architectural heritage as well. Important works by some of the best Arts and Crafts and early modernist architects such as Charles and Henry Greene, Irving Gill, Frank

Lloyd Wright, Rudolf Schindler, Richard Neutra, Craig Ellwood, Harwell H. Harris, and Charles Eames, can be found here. Significant new or recent work by Frank Gehry, Rafael Moneo, Arata Isozaki, Richard Meier, Antoine Predock, and a wide range of contemporary architects continues the tradition of innovative work.

The geographical setting, ranging from nearly continuous warm beaches and beach communities to mountains which are often snow capped in winter to the high and low deserts, and a variety of foothill communities, provides a unique laboratory for design. Low density sprawl serviced by freeways challenges notions of the traditional city while the aerospace, entertainment, and computer driven industries of the region develop tools and images that hint of new solutions.

## **FACILITIES**

### **Graduate Studio Space**

Studio space in the main ENV building is dedicated for use by the Graduate Program. The studios are adjacent to, or within easy reach of the College of Environmental Design model shop, computer lab, resource center and library, slide and visual resource center, and instructional services print room, and cafe. Convenient parking is located just across the street from the ENV building.

### **Model Shop**

The College has a fully equipped woodworking *model shop* near the Graduate studios, with a full time professional assistant available for equipment training and technical assistance. In addition, the College has an *instructional services center* offering materials, reproduction services, and audio-visual equipment checkout.

### **Computer Facilities**

The College also has a substantial computer lab, with over 50 computers running on either the MAC OS or WINDOWS operating systems. The lab maintains current licenses on software for word processing, spreadsheet, desktop publishing, image processing, modeling, drafting, rendering, animation, GIS, video editing, and hypermedia. In recent years the Department of Architecture has placed a high priority on the integration of digital media with studio design methods. Most students now use high-end laptop computers for their studio and other course work.

### **Resource Center**

The College of Environmental Design maintains its own *Resource Center* with 25,000 books, technical reports, and current periodicals related to the various fields of environmental design; a *slide library* of 55,000 slides covering the history of architecture, urban design and planning, and landscape architecture from ancient times to present; college *archives* which also contains numerous donated items including material from the Offices of Richard Neutra, Craig Ellwood, and Raphael Soriano; and a contract documents and material *samples room*.

### **Research**

The University Library house 2.5 million items including bound volumes, periodicals, technical reports, and microfilm. Its catalog can be accessed by home computer systems. The library also provides computerized search access to over 24 million individual titles in more than 15,000 libraries across the country. Library users also have access to popular computer software and personal computers which are maintained by the University Computer Center. Much of the University library is accessible through a local wireless network.

### **The Neutra House**

The College of Environmental Design is fortunate to have the *Richard Neutra VDL Research House* as part of its facilities. Located in Silverlake, near downtown Los Angeles, the VDL Research House, designed by Richard and Dion Neutra provides the setting for a variety of exhibits, seminars, community outreach activities, meetings and lectures.

### **Further Information**

Coordinator of the Graduate Program is Professor Kip Dickson. He may be reached with questions about the program via e-mail at: [kadickson@csupomona.edu](mailto:kadickson@csupomona.edu)

The Department Administrative Assistant is Rocky Sanchez. She may be reached for questions related to the status of applications via e-mail at: [rksanchez@csupomona.edu](mailto:rksanchez@csupomona.edu) or [froggyrock@earthlink.net](mailto:froggyrock@earthlink.net).

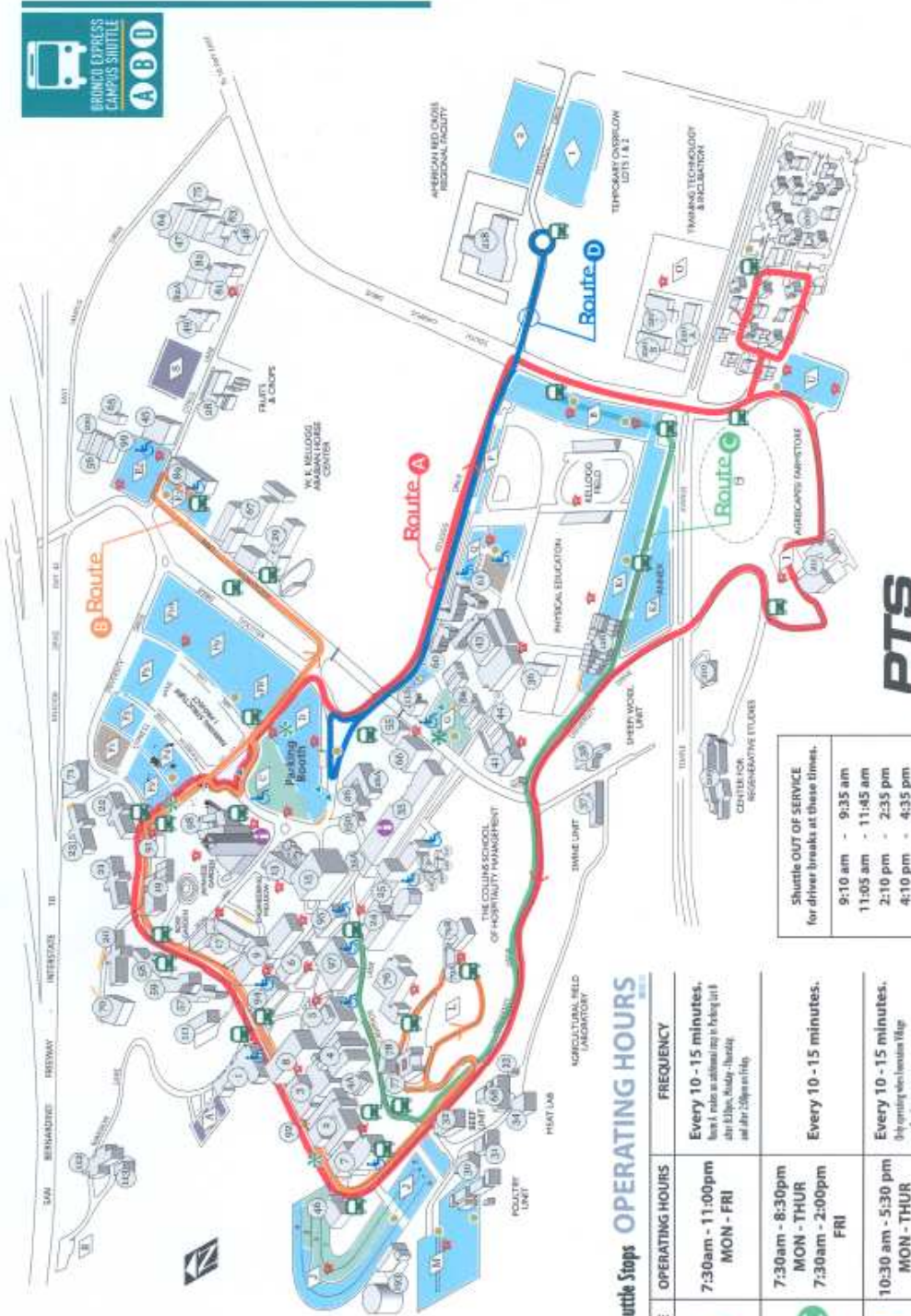
Additional information about Cal Poly or the graduate program in architecture may be found on the University web site at [www.csupomona.edu](http://www.csupomona.edu).

## 2. Shuttle Map



Parking & Transportation Services offers the next generation of internal transportation at Cal Poly Pomona. Please refer to the map below for information on the four routes and their service hours. Our website is [www.dsa.csupomona.edu/parking](http://www.dsa.csupomona.edu/parking)

# Riding the BRONCO EXPRESS



ROUTE	OPERATING HOURS	FREQUENCY
<b>A</b>	7:30am - 11:00pm MON - FRI	Every 10 - 15 minutes. Does not make an additional stop in parking lot 8 after 8:30pm, Monday - Thursday and after 10:00pm on Friday.
<b>B</b>	7:30am - 8:30pm MON - THUR 7:30am - 2:00pm FRI	Every 10 - 15 minutes.
<b>D</b>	10:30 am - 5:30 pm MON - THUR	Every 10 - 15 minutes. Does not operate when basketball games are in progress.

Shuttle OUT OF SERVICE for driver breaks at these times.	
9:10 am	- 9:35 am
11:05 am	- 11:45 am
2:10 pm	- 2:35 pm
4:10 pm	- 4:35 pm
6:05 pm	- 6:45 pm
9:10 pm	- 9:35 pm

Bronco Express is another example of your parking fees working for you! For operations and contract information, contact Parking and Transportation Services at (909) 860-3300.



### 3. Faculty Retreat Agenda, Spring 2005

#### Faculty Retreat

April 16, 2005

#### Lyle Center for Regenerative Studies

#### OUTLINE

For Discussion 9:00 am – 2:30 pm

#### A. Assessment

1. Discussion of progress – or lack of progress - made since 2001 Plan
2. Discussion of current strengths and weaknesses

#### B. New Plan

##### 1. Content and Direction

- a. General Direction and focus of the Department and Programs  
Making explicit what are now, perhaps, implicit assumptions  
What is our Vision or Mission?
- b. Special Areas  
We now have Historic Preservation and Sustainability – what others might we want?  
Are we extending them to the undergraduate program?
- c. M.Arch. II program  
What is it?
- d. Extended University  
What is it now and what is its potential?  
What new programs do we want to see in it?
- e. International Programs  
With who and what kind?

##### 2. Resources and Potential Growth

- a. Size of Program  
Do we want the undergraduate program to grow? If so, how much?  
What about the M.Arch. I program?  
What about the M.Arch. II program?  
What is the relative size/ desired mix between B.Arch., M.Arch.I, M.Arch. II?  
Do we want to consider any new degree programs?
- b. Faculty numbers  
What is the ideal faculty size now?  
What would we need if we grew (see 2a. above)?
- c. Facilities  
More, bigger, better, closer together  
Special needs?
- d. Resources for faculty  
What kind of resources would we need for:  
Faculty professional development  
Equipment  
Restructuring teaching loads  
Research support

Publications and Exhibits  
Conferences/Workshops  
Where would they come from?

e. Resources for Students

What kind of resources would we need for:

Lecture Series  
Scholarships  
Special Projects  
Field Trips  
Travel for Research/conferences/workshops

3. External Relations

a. Extending our Reputation

Publications and Exhibits  
Hosting conferences, Lectures, Workshops and other Special Events

b. Relations with Professional Organizations

National and local AIAs  
More specialized professional organizations

c. Community Outreach

Service Learning Projects  
Relationships with Community Colleges/Articulation Agreements

d. Cultivating External Relations with potential donors and fund-granting organizations

e. Recruitment

Faculty  
Graduate Students  
Undergraduate Students?

## 4. Surveys

### Alumni Survey Results

<b>1.1 Gender</b>		Response Total
Male		82
Female		35
Total Respondents		117
(skipped this question)		2
<b>1.2 Ethnicity</b>		Response Total
Black/ non-Hispanic		3
American Indian/Alaskan Native		0
Asian/Pacific Islander		26
Hispanic		17
White/non-Hispanic		62
Other		10
Total Respondents		118
(skipped this question)		1
<b>1.3 Which Cal Poly Degree were you awarded?</b>		Response Total
B.S.		15
BArch		85
MArch I		12
MArch II		5
Total Respondents		117
(skipped this question)		2
<b>1.4 In what year did you receive your degree?</b>		Response Total
1971-75		3
1976-80		12
1981-85		16
1986-90		10
1991-95		19
1996-00		19
2001-06		38
Total Respondents		117
(skipped this question)		2

<b>1.5 How many years did you take to graduate? (Undergraduate degree include Community College if applicable)</b>	<b>Response Total</b>
3	1
4	7
5	41
6	31
7	12
8	10
Longer	4
1 (Grads Only)	1
1.5 (Grads Only)	2
2.5 (Grads Only)	2
3.5 (Grads Only)	3
4 (Grads Only)	3
4.5 (Grads Only)	1
Longer (Grads Only)	0
Total Respondents	118
(skipped this question)	1

<b>1.6 How would you best describe your current position?</b>	<b>Response Total</b>
Architect (Small Office 1-6)	30
Architect (Medium/Small Office 7-25)	18
Architect (Medium Office 26-50)	11
Architect (Large Office 50-up)	20
Project Management (Private Sector)	11
Project Management (Public Sector)	3
Construction	2
Entertainment/Movies/TV/Games	3
Education/Teaching	3
Technology/Computer	1
Product Representative	1
Other	14
Total Respondents	117
(skipped this question)	2

<b>1.7 Are you a registered architect?</b>	<b>Response Total</b>
Yes	47
No	71
Total Respondents	118
(skipped this question)	1



**2.1 The Architecture program at Cal Poly Pomona prepared me well to enter the Architectural profession.**

	Response Total
Strongly Agree	39
Agree	69
Not sure	7
Disagree	2
Strongly Disagree	0
Total Respondents	117
(skipped this question)	2

**2.2 How satisfied are you with the following areas of the curriculum?**  
 Please indicate your level of satisfaction on a scale of 1 to 5 (1 indicates dissatisfaction and 5 indicates a high level of satisfaction)

	1-5
Design Studio	2
Structures	2
Construction Technology	2
Environmental Controls	4
History/Theory	4
Human Behavior	4
Professional Practice	3
Computers/Digital Media	19
Total Respondents	116
(skipped this question)	3

**2.2 How satisfied are you with the following areas of the curriculum? Please indicate you level of satisfaction on a scale of 1 to 5 (1 indicates dissatisfaction and 5 indicates a high level of satisfaction)**

	1-5
Design Studio	6
Historic Preservation	5
Construction Technologies	2
Environmental Sustainability	5
BIM (Building Information Modeling)	3
Urban Design	5
Design Build/Development	4
Total Respondents	116
(skipped this question)	3

**2.3 Based on your professional experience which areas do you feel need to be emphasized in the future in order to meet the changing needs of the profession? Please indicate how strongly each area needs to be emphasized on a scale of 1 to 5 (1 indicates less emphasis needed and 5 indicates a high level of emphasis needed)**

	<b>1-5</b>
Library Resources	4
Computer Technologies	11
Model Shop	21
Design Studio Space	11
Academic Advising	10
Career Advising	19
Total Respondents	114
(skipped this question)	5

**3.1 Please note your level of satisfaction with the following resources and facilities in the Department and College. Please indicate your level of satisfaction on a scale of 1 to 5 (1 indicates dissatisfaction and 5 indicates a high level of satisfaction).**

	1	2	3	4	5	Response Average
Library Resources	4	27	32	37	14	3.26
Computer Technologies	11	22	37	25	12	3.05
Model Shop	21	19	32	22	16	2.94
Design Studio Space	11	12	42	40	9	3.21
Academic Advising	10	19	38	30	17	3.22
Career Advising	19	27	43	13	11	2.73
Total Respondents	114					
(skipped this question)	5					

**Student Survey Results**

**1.1 Gender**

Response  
Total

Male	146
Female	143
Total Respondents	289
(skipped this question)	2

**1.2 Ethnicity**

Response  
Total

Black/ non-Hispanic	2
American Indian/Alaskan Native	2
Asian/Pacific Islander	82
Hispanic	64
White/ non-Hispanic	111
Other	29
Total Respondents	290
(skipped this question)	1

**1.3 In which Cal Poly degree program are you currently enrolled?**

Response  
Total

BArch	246
MArch I	44
Total Respondents	290
(skipped this question)	1

**1.4 What year are you scheduled to graduate?**

Response  
Total

2006	1
2007	41
2008	42
2009	55
2010	70
2011	73
Not sure	8
Total Respondents	290
(skipped this question)	1



**1.5 How many years in total do you expect to take to graduate? (Undergraduate students include Community College if you transferred)**

	Response Total
5	162
6	53
7	17
8	15
9	1
Longer than 9	1
Less than 3 (Grads Only)	2
3 (Grads Only)	4
3.5 (Grads Only)	31
4 (Grads Only)	3
4.5 (Grads Only)	0
5 (Grads Only)	0
Longer than 5 (Grads Only)	0
Total Respondents	289
(skipped this question)	2

**1.6 How best would you describe your planned career path?**

	Response Total
Architect (Small Office 1-6)	54
Architect (Medium/Small Office 7-25)	90
Architect (Medium Office 26-50)	65
Architect (Large Office 50-up)	45
Project Management (Private Sector)	10
Project Management (Public Sector)	3
Construction	4
Entertainment/Movies/TV/Games	7
Education/Teaching	3
Technology/Computer	1
Product Representative	0
Other	8
Total Respondents	290
(skipped this question)	1

**1.7 Do you plan to become a registered architect?**

	Response Total
Yes	276
No	13
Total Respondents	289
(skipped this question)	2

**2.1 The Architecture program at Cal Poly Pomona is preparing me well to enter the Architectural profession.**

Response  
Total

Strongly Agree	101
Agree	135
Not sure	32
Disagree	10
Strongly Disagree	4
Total Respondents	282
(skipped this question)	9

**2.2 How satisfied are you with the following areas of the curriculum? Please indicate your level of satisfaction on a scale of 1 to 5 (1 indicates dissatisfaction and 5 indicates a high level of satisfaction)**

**1-5**

Design Studio	7
Structures	3
Construction Technology	16
Environmental Controls	10
History/Theory	7
Human Behavior	10
Professional Practice	13
Computers/Digital Media	16
Total Respondents	281
(skipped this question)	10

**2.3 Based on your academic and/or professional experience which areas do you feel need to be emphasized in the future in order to meet the changing needs of the profession? Please indicate how strongly each area needs to be emphasized on a scale of 1 to 5 (1 indicates less emphasis needed and 5 indicates a high level of emphasis needed)**

**1-5**

Design Studio	23
Historic Preservation	32
Construction Technologies	13
Environmental Sustainability	12
BIM (Building Information Modeling)	16
Urban Design	11
Design Build/Development	12
Total Respondents	273
(skipped this question)	18

**3.1 Please note your level of satisfaction with the following resources and facilities in the Department and College. Please indicate your level of satisfaction on a scale of 1 to 5 (1 indicates dissatisfaction and 5 indicates a high level of satisfaction).**

	<b>1-5</b>
Library Resources	19
Computer Technologies	18
Model Shop	65
Design Studio Space	32
Academic Advising	41
Career Advising	46
Total Respondents	280
(skipped this question)	11

**5. Student Evaluation Form**

INSTRUCTIONAL ASSESSMENT

C.S.P.U. POMONA

CRN	QUARTER	YEAR	SUBJECT	COURSE	COURSE TITLE	INSTRUCTOR NAME					
	WINTER <input type="radio"/>										
	SPRING <input type="radio"/>										
	SUMMER <input type="radio"/>										
	FALL <input type="radio"/>										
<b>INSTRUCTIONS:</b> 1. USE A NO. 2 PENCIL ONLY. 2. MARK HEAVY BLACK MARKS THAT FILL THE CIRCLE COMPLETELY. 3. PRINT THE YEAR, SUBJECT, COURSE, COURSE TITLE & INSTRUCTOR NAME. 4. MARK ONE RESPONSE PER QUESTION. 5. ALL CHANGES MUST BE CLEANLY ERASED. 6. USE AREA PROVIDED ON OTHER SIDE OF FORM FOR WRITING COMMENTS.						<b>RATINGS</b> VERY GOOD 1 SATISFACTORY 2 POOR 3 VERY POOR 4 NOT ADEQUATE 5					
1	Does the instructor communicate clearly?					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Is the instructor stimulating?					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Is the instructor constructive in reviews of student work?					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Does the instructor encourage student/instructor dialogue?					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Does the instructor treat the students fairly?					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Rate the instructor's overall teaching effectiveness.					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Were the intent and objectives of the course clear?					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Were the course materials (project program, handouts, exams, etc.) clear?					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Was the subject matter interesting?					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Were the assigned projects or assignments effective?					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Were the readings effective?					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Rate the course according to how much you learned.					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Rate your overall response to the course.					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 6. Recent Position Announcement



CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA  
 3801 West Temple Avenue  
 Pomona, California 91768

### TENURE TRACK FACULTY POSITION

**DEPARTMENT:** Department of Architecture, College of Environmental Design

**POSITION DESCRIPTION:** Two tenure track positions are available commencing Fall 2006 at the level of Assistant Professor in the Department of Architecture.

Successful candidates must show potential for excellence in teaching Design at all levels of the B. Arch. and M. Arch. Programs. Primary teaching responsibilities will be in the design studios, but candidates must also demonstrate the ability to teach in an area of specialty in lectures and seminars, as well as the ability to bring this specialization into the design studio. The areas of specialty include Materials Technology, Sustainability, Historic Preservation, Integrative Professional Practice, History/Theory and Urban Design. Preference will be given to applicants who: combine strengths in two of these areas; are skilled in both digital and freehand graphic communication and can show evidence that they can teach these skills; and have experience in non-western cultures. Candidates should have a strong commitment to teaching and curriculum development and a significant record of research and/or practice in their area of specialization.

Full time tenure track faculty members are required to:

- ◆ Teach in a Department with professional degree programs for both undergraduate and graduate architecture students;
- ◆ Teach in the context of a Department which emphasizes architectural design;
- ◆ Teach in a variety of classes, including studios, lectures and seminars;
- ◆ Assist in the development of multidisciplinary courses within the College which includes the Departments of Landscape Architecture, Urban and Regional Planning and Art, as well as the John T. Lyle Center for Regenerative Studies;
- ◆ Engage in research and/or creative work and demonstrate the success of this work in awards, exhibitions and/or publications;
- ◆ Fulfill Department, College and University committee assignments;
- ◆ Advise students;
- ◆ Demonstrate the ability to be responsive to the educational equity goals of the university and its increasing ethnic diversity and international character.

**MINIMUM QUALIFICATIONS:** Candidates must hold a terminal degree in architecture or related field. An advanced degree, professional registration and/or significant experience in the area of architectural design is preferred. The campus/college is dedicated to the goal of building a culturally diverse and pluralistic faculty committed to teaching and working in a multicultural environment.

**CLOSING DATE and HOW TO APPLY:** To be considered for a position, applicants are required to submit a letter of intent describing their interest in and qualifications for the position, a curriculum vitae, a portfolio, and the names, addresses, and telephone numbers of five references. A completed application form, an official transcript showing highest degree earned and a minimum of three recent (within the past two years) letters of reference will be required of finalists. Review of applicants will begin **January 3, 2006 and will continue until the positions are filled.** Materials submitted by the candidate will be available for examination by all tenured and probationary faculty of the department. **Note:** If a candidate is A.B.D., Registrar's verification is required if status is not indicated on official transcripts. Please contact:

Judith Sheine, Chair  
 Search Committee, Department of Architecture  
 jesheine@csupomona.edu  
 College of Environmental Design  
 California State Polytechnic University, Pomona  
 3801 West Temple Avenue  
 Pomona, CA 91768

or contact the Architecture Department office  
 at  
 (909) 869 2683 or by e-mail:  
 website: www.csupomona.edu

**THE UNIVERSITY:** California State Polytechnic University, Pomona (Cal Poly Pomona) is one of 23 campuses in The California State University. It is located about 30 miles east of downtown Los Angeles and is part of one of the

most dynamic economic and cultural regions in the country. Noted for its beautiful and historic 1,400-acre campus, once the Arabian horse ranch of cereal magnate W. K. Kellogg, the university currently has an ethnically diverse student population of 20,000 (with approximately 70% from diverse ethnic backgrounds). Students are enrolled in 65 undergraduate majors and 20 master's degree programs. There are approximately 2,000 faculty and staff members. The University is committed to diversifying its faculty and staff to better serve its multicultural student body, and has made educational equity one of its highest priorities.

*California State Polytechnic University, Pomona is an Equal Employment Opportunity/Affirmative Action Employer. Cal Poly Pomona subscribes to all state and federal regulations and prohibits discrimination based on gender, race, sexual orientation, national origin, disability, marital status, age, religion, or covered veterans' status. The university hires only individuals lawfully authorized to work in the United States. As required by the Clery Disclosure Act, the university's annual security report is available at [http://www.csupomona.edu/~public\\_safety](http://www.csupomona.edu/~public_safety).*

**7. Department of Architecture Retention, Tenure and Promotion Criteria**

# **California State Polytechnic University, Pomona College of Environmental Design**

## **Department of Architecture Retention, Tenure and Promotion Criteria**

Winter 2007

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## **DEPARTMENT OF ARCHITECTURE RTP DOCUMENT**

### **Prologue**

California State Polytechnic University, Pomona is a teaching university with an emphasis on the application of knowledge, and an interest in research. The primary focus within the Department of Architecture is the teaching of architecture in a manner that prepares its graduates for socially responsible careers within the profession of architecture. The Department also carries the responsibility of providing a general education for its undergraduate students.

The Department seeks to provide a comprehensive professional education for its students balancing pragmatic issues with theoretical and thoughtful concerns for the broader social and physical environment in which the profession is engaged.

The Department seeks to maintain a faculty of full-time and part-time instructors, balanced between practicing architects and academicians. Faculty are expected to exhibit continuing intellectual and professional growth within their specific areas of interest while teaching within the Department. The collective faculty has a responsibility for the nurturing and development of both the Department's students and its individual faculty members, and for the preservation of their right to due process in all Department decisions.

### **Architecture Department Mission Statement**

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

### **Architecture Department Goals**

1. To articulate for the Department and the University, an enriched and expanded mission for architecture including concern for ecological and social health, safe and sustainable communities, and the uplifting aspirations of good design.
2. To engender respect for scholarship and its diverse forms within the faculty of architecture, most particularly as applied knowledge that enriches the pursuit of new knowledge, and in which evaluations, expectations and rewards are arrived at clearly and in a collegial manner.
3. To emphasize discovery, integration, application and sharing of knowledge in the learning process.
4. To foster reflective practice through liberal education courses which inform practice, by developing alternative paths through curricular requirements, and by connecting architecture with other disciplines on campus through the design studio as an integrative learning environment.
5. To develop a climate for learning within the department through emphasis on communicating, respecting, caring, and celebrating.
6. To seek productive and mutually profitable partnerships for sustained learning with the profession.
7. To establish a climate of engagement in the critical issues facing humanity in order to articulate and demonstrate the long-term value of architecture to society.

## **1.0 Statement of Purpose**

**1.1** This document fulfills all requirements for directing candidates seeking reappointment, tenure and promotion in the Department. It incorporates Appendices 10 and 16 of the University Manual, and the current Collective Bargaining Agreement, and documents incorporated therein. No other documents and criteria are applicable.

**1.2** Throughout the document, the term scholarship is used to refer to research, scholarly, creative, and/or professional activities. Service is used to refer to activities such as participation in Department, College, University, Community, or Professional organization standing or temporary committees, student advising or mentoring, academic governance, fellowships, or visiting positions at other institutions, and administrative assignment.

**1.3** In evaluating a candidate for reappointment, tenure, or promotion the review groups shall consider, in order of importance, the candidate's teaching, scholarship, and service to the university and community. The candidate must perform satisfactorily in all three areas to receive a positive evaluation. The candidate's reappointment level, past performance, improvement, and contributions to the collective functions of the faculty are also considered as part of an evaluation.

**1.4** It is an expectation that all faculty in the Department exhibit characteristics of collegiality including cordial behavior with students, staff, and colleagues in the department, College, and University; tolerance for differing points of view; and the ability to express one's own position in a civil manner. The prospect for continuing collegiality is thus an important factor in decisions about reappointment, promotion, and tenure.

**1.5** Reappointment means that the candidate is re-applying for the next probationary year. Reappointment, beyond the second year, is not automatic and must be requested. If the initial appointment allowed for one or two years of service credit, then reappointment must take place at the beginning of the last year of the initial appointment period. Candidates successful in obtaining reappointment shall be re-appointed to the next probationary year. Candidates who are unsuccessful in obtaining reappointment and are currently in their first or second probationary year shall be granted termination effective at the end of the current academic year. Candidates who are unsuccessful in obtaining reappointment and are currently in their third, fourth, or fifth year shall be granted reappointment with terminal year.

Consideration of teaching, scholarship, and service may also include such activities as student advising or mentoring, peer evaluation of teaching performance, service in academic governance, and absence from teaching duties for such purposes as sabbatical leave, fellowships, overseas teaching, visiting professor/scholar at other institution(s), and administrative assignment for the University.

**1.6** Tenure is the status conferred on the candidate by the University that grants continuous, automatic reappointment, with some limitations. Tenure is requested at the beginning of the sixth probationary year or earlier if the candidate seeks early tenure. Candidates successful in obtaining tenure shall be re-appointed with tenure. Failure to obtain tenure at the end of the sixth probationary year results in the granting of reappointment to terminal year.

**1.7** Promotion means the candidate seeks a change in rank commensurate with accomplishments deserving merit and recognition. The candidate is eligible for regular promotion if he/she has four years in his/her current rank and may apply at the beginning of the fifth year. The candidate is eligible for early promotion if he/she has less than four years in his/her current rank and may apply at the beginning of any RTP cycle. Candidates successful in obtaining a promotion shall be in the new rank beginning the next academic year.

**1.8** Candidates are required to assemble a RTP package that documents accomplishments and makes a positive case for the requested action. The candidate is invited to seek counsel from the Department RTP Committee regarding the preparation of the RTP package prior to submittal.

## **2.0 Department RTP Committee**

**2.1** The Department RTP committee is responsible for insuring the integrity of the RTP process within the Department. The committee structure and function shall conform to Appendix 16, Section 305.301 of the University Manual.

**2.2** The committee shall consist of all eligible full time, tenured faculty members. If too few faculty members are available to form a committee for all or some aspect of a committee's work, the committee shall consult with the College RTP committee and name faculty members from outside the Department to supplement the committee.

**2.3** The committee's term of service shall not end until all matters pertaining to the committee's recommendations have been concluded. The Department Chair will notify the Dean of the composition of the committee.

**2.4** The tenured and probationary faculty in consultation with the Department Chair will decide annually whether the Department Chair shall serve on the committee. If the Department Chair is not a member of the committee then the Department Chair shall have the option of writing a separate evaluation of the candidate.

**2.5** No Department RTP Committee member may simultaneously serve on the College RTP Committee or the University RTP Committee during any given RTP cycle. Also, in promotion considerations, the committee members must have higher rank than those being considered for promotion. Tenured candidates being considered for promotion are ineligible for service on the DRTPC regarding any promotion or tenure actions considered by the committee. However, tenured candidates being considered for promotion are eligible for service on any reappointment actions considered by the committee.

**2.6** Faculty on Professional Leave With Pay (sabbatical and difference in pay) may participate in committee activities, but faculty teaching under the Early Retirement Program (FERP) are prohibited from participation in RTPC activities by University regulations.

**2.7** Prior to the start of the fall quarter, and preferably in the Spring Quarter, the Department RTP committee shall elect a Chair who shall be responsible for ensuring the provisions of the Departmental RTP document and Appendices 10 and 16 of the University Manual are carried out. The committee shall notify the Dean of the results of the selection of a Chair for the following academic year. The Department RTP Chair shall perform the following duties:

**A.** Ascertain that the Office of the Vice-President for Academic Affairs has given written notice to each candidate who is eligible for a regular RTP action, and provided the RTP candidates all appropriate forms, and a copy of the University RTP Calendar for the current academic year; and informs the Office of the Vice-President for Academic Affairs of the candidate's request for RTP action.

**B.** Provide a copy of the Department RTP Document and the relevant sections of University Manual Appendices 10 and 16 to each RTP candidate and to new faculty who will need the document for preparation of their RTP package the following academic year; and assist candidates in understanding University and Department RTP expectations and how they may be addressed in the candidate's RTP package

**C.** Schedule, in cooperation with the RTP candidates and other faculty, the minimum number of peer evaluations of teaching performance;

**D.** Be the official custodian of the candidate's RTP package between the submission of the package to the committee by the candidate and forwarding of the package to the Dean. In this period, the committee Chair and only the committee Chair shall be responsible for any additions to the package or any changes in the content of the package and notification of the appropriate parties of any additions or changes.

**E.** Reviews the DRTPC recommendation with the candidate, reviews options in event of a negative recommendation, and assures that the candidate and the committee members have signed or initialed the appropriate pages of the candidate's RTP package prior to forwarding it to the next level of review.

**2.8** The committee's duties include the following:

**A.** Ensuring that the minimum numbers of peer evaluations are conducted according to Department and University policy;

**B.** Soliciting input from students by publicizing names of candidates for RTP action and the person to whom signed statements may be submitted;

**C.** Solicitation of input from alumni, College and University administrators, scholars or practicing professionals from outside the University, and any others as may be deemed appropriate. The list of people to be solicited for input shall be developed in consultation with the candidate.

**D.** Evaluation of the candidate's request for a RTP action by using only the approved RTP criteria.

**2.9** The committee shall evaluate the candidate's RTP package and render only one of the following decisions for each of the candidate's request for action:

**A.** Reappointment to next probationary year,

**B.** Reappointment with tenure,

**C.** Reappointment with early tenure,

**D.** Promotion to requested rank,

**E.** Early promotion to requested rank,

**F.** Termination (available for candidates currently in first or second probationary year),

**G.** Reappointment with terminal year (available for candidates in either third, fourth, fifth or sixth probationary year),

**H.** Deny promotion,

**I.** Deny early promotion,

**J.** Deny early tenure.

**2.10** Decisions must be supported by a written narrative and shall address all applicable criteria. Decisions shall be based on evidence supplied to the committee by the candidate or requested by the committee from the candidate. No conditions or contingencies can be attached to the decision.

The committee, in their evaluation of the candidate's request, shall take into account information from the following sources:

**A.** Summaries and interpretations of students evaluations in accordance with Appendix 10 and Appendix 16 Section 305.302 of the University Manual; a faculty member shall be subject to class evaluation each instructional quarter for every course assignment. The RTP packages should include at least four statistical summaries of student class evaluations per year under review plus a sample question sheet. The RTP packages must include at least one statistical summary for each academic quarter.

The interpretation of the student class evaluations shall be a written statement prepared by the DRTPC based on the summaries which identify the level of performance in terms of departmental standards of expectation. The interpretation shall be an explicit statement that conveys the committee's opinion of the meaning of the summaries upon which it is based. The DRTPC will place the greatest emphasis on the distribution of responses (the number of excellent, good, or fair rankings) rather than the percentile rankings that report the candidate's scores relative to other faculty.

**B.** Summaries and interpretations of peer evaluation of teaching performance shall also be considered in accordance with Appendix 16, Section 305.303 of the University Manual. At least two peer evaluations of teaching performance shall be conducted annually of all tenure track faculty. At least one of the peer reviews shall be conducted by a member of the DRTPC during the quarter in which an RTP action is underway. The request for review shall be initiated by the faculty member seeking an RTP action. Peer

evaluation visits should cover at least half of the class time and provide a sufficient opportunity to observe the faculty member's teaching. The DRTPC shall give the faculty reasonable notice of the visit. Evaluation shall be by tenured faculty members. Candidates may request evaluation by a specific tenured faculty.

The DRTPC shall utilize the Department peer evaluation form. (See Appendix 3) The candidate shall provide a copy of the course syllabus plus any handouts or other relevant materials. The DRTP Committee member conducting a peer evaluation shall also evaluate the instructional material in the class binder kept in the department office. It is the faculty member's responsibility to keep that binder current. The written peer review shall be made available to the candidate.

**C.** Self evaluation provided by the candidate (including reference to any supplementary material necessary to corroborate the candidate's statements)

**D.** Signed material received from other faculty, administrators, and students (which are to be added to the candidate's RTP package).

**E.** Material requested from the candidate by the committee which include requests for clarification, corrections to or augmentation of any section/part of the RTP package;

**F.** Other material in writing identified by source submitted to the committee before the closing date.

**G.** RTP evaluations and candidate self evaluations from previous RTP cycles, provided either by the candidate from Department files or the official Personal Action File (PAF) held in the College Dean's Office.

### **3.0 Departmental RTP Procedures**

**3.1** The Department Chair shall ensure that each tenured and tenure track faculty member has a copy of the current, approved RTP criteria, and shall post a copy of the current approved Department RTP document in the Department Office. The Department Chair shall also retain copies of past, approved RTP criteria which were current at the time of the candidate's initial appointment. Copies of these past RTP documents shall be made available to the committee and faculty.

**3.2** The committee shall post an announcement, in a prominent place(s) near the Department office of the names of candidates requesting an RTP action, the type of request made, and the name of the individual to whom signed comments or recommendation can be given. This posting will take place within one week of notification of the DRTPC Chair by the candidate that he/she will request an RTP action. Signed comments shall be accepted up to the time the committee starts its evaluation of the candidate's request.

**3.3** The committee will make its evaluation of the candidate's request in writing on University approved forms. A copy of the evaluation shall be provided to the candidate and the Chair of the DRTP committee shall review with the candidate the results of the committee's evaluation. The candidate will then be given the opportunity to either accept the committee's recommendation, or to submit within seven working days either a response/rebuttal or a request for reconsideration (Section 305.703E, Appendix 16 of the University Manual). If the candidate does not acknowledge the recommendations of the committee, the Department Chair shall forward the RTP package to the next level of review and document the fact that the candidate was told of the committee's evaluation and recommendation and refused to acknowledge them.

The request for reconsideration of the committee's recommendation must address only the issues raised by the committee. It is important for the candidate to realize that no new evidence can be introduced at this stage. The committee cannot refuse a request for reconsideration.

In the request for reconsideration, the candidate must clearly deal with each issue raised by the committee and indicate how the facts clearly show that the original opinion of the candidate must be sustained, and where the committee was in error when it examined the same or related facts. Brevity and clarity are encouraged since this request for reconsideration shall become part of the RTP package and shall be examined by the committee and other review groups.

If the committee does not act favorably upon the candidate's request for reconsideration, the candidate usually has five working days, or as specified in the University RTP calendar, from the receipt of notification, to appeal to the College RTP Committee for final recommendation. Appeal is not obligatory. The candidate is advised to consult Appendix 16, Sections 305.703E and 305.801 of the University Manual. In addition to, or in lieu of a formal appeal to the College RTP Committee, the candidate may submit a response or rebuttal statement to the committee's final recommendation to be included in the RTP package.

If the committee is unable to meet the required deadlines, the URTPC must be notified and give its approval for an extension (section 305.113). When a recommendation is late (and when the URTPC does not grant an extension) the candidate can request the late recommendation be removed (section 305.706) before the package is forwarded.

**3.4** The Department Chair, if not a member of the committee, may make a separate recommendation that shall be forwarded to subsequent levels of review. The candidate shall be given a copy of the Department Chair's recommendation when the original is incorporated into the RTP package.

**3.5** The Department may establish a policy by majority vote of the probationary and tenured faculty members requiring more than four student evaluations per year, or a varying number of not less than two per year dependent upon rank or probationary status. A record of the vote and the resulting Department policy shall be kept in the Department office and posted next to the current, approved Department RTP document. In addition, the approved policy shall be appended to this RTP document in Appendix 2. This Appendix shall have a written copy of the policy, when it was adopted, and copies of the approved student evaluation forms.

The same student evaluation policy shall be uniformly enforced for all candidates. If the committee or Department do not enforce the student evaluation policy, for whatever reason, then the candidate is responsible for two student evaluations per academic year.

The student evaluations shall be conducted in class's representative of the candidate's teaching assignment. The results of a minimum of four student evaluations shall be placed the candidate's Personal Action File annually.

Unless there is an agreement to evaluate all classes, the classes to be evaluated shall be jointly determined in consultation between the candidate and the Department Chair. In the event of a disagreement, each party shall select fifty percent of the total courses to be evaluated. However, if there is faculty/administrative agreement to evaluate more than two classes, all classes shall be included in the review. Appendix 10, Section 3.1.2 requires that the candidate, in consultation with the Department Chair, may select the classes the candidate wishes to be evaluated provided that a) they represent the scope of the candidate's teaching assignment and b) they number at least four per year, unless the annual assignment is less than two four classes.

**3.6** The Department has established a policy on the peer review of teaching performance and a copy of this policy is in Appendix 1 of this document. A copy of the approved peer evaluation form is provided in Appendix 3. In summary, the peer evaluation of teaching performance shall reflect, to the degree possible, the breadth of courses taught by the candidate. Also, the peer evaluation shall include classroom visits and a review of course syllabus and relevant course materials. A minimum of two peer reviews per year, in different quarters, is required. A written report of the classroom visit shall be placed in the candidate's PAF within two weeks of the class visit. A copy of the written report will also be given to the candidate.

Only peer evaluations conducted either within the twelve months prior to or during the period under consideration may be used for that period's deliberations. Exceptions may be allowed if the candidate does not have the minimum number of evaluations, or if the candidate was absent from campus for legitimate reasons for one or more quarters in the period under consideration.

## **4.0 Departmental Evaluation of Candidate**

**4.1** The candidate shall be evaluated according to the criteria stated in this document.

**4.2** Candidates for RTP action may use either the Departmental RTP criteria in effect during the candidate's most recent RTP action or the RTP criteria in effect in the year the candidate requests action. However, having selected the RTP criteria currently in effect the candidate may not revert to an earlier version for some subsequent RTP

action. If a candidate is requesting more than one RTP action (e.g., simultaneous consideration for both promotion and tenure), the candidate must select a single set of RTP criteria.

**4.3** In promotion considerations, committee members must have a higher academic rank than the candidate. Candidates being considered for promotion are ineligible for service on peer review committees of other candidates for promotion, independent of rank.

**4.4** The deliberations of the committee shall remain confidential. Each committee evaluation report and recommendation shall be approved by a simple majority of the membership of the committee. Each member of the Committee shall sign the DRTPC report and indicate whether they agree or disagree with its recommendation(s). Members opposing the DRTPC recommendation(s) may append a minority opinion to the report. The committee shall not assign any of its duties to any other group or individual.

**4.5** The candidate is evaluated in three areas; teaching, scholarship, and service. Teaching is considered the most important component of a candidate's evaluative qualities. Scholarship is ranked second in importance and is expected to be subordinate to the candidate's teaching activities. Service is given the least weight but the candidate is expected to show meaningful committee activity at the Department level and some participation at the College and/or University level as well as some involvement in a Community external to the University.

**A.** The DRTPC evaluation of teaching MUST include the following:

1. Analysis of student evaluations of the candidate is required. Candidates are required to examine in detail the results of the student evaluations and comment upon them in the RTP package. Likewise, the committee in its recommendation shall examine the candidate's student evaluations in detail and document their findings. Analysis by the DRTPC must include both a numerical summary and an interpretation of the results of the in-class evaluations.
2. The candidate's demonstrated knowledge of subject in the area of specialty.
3. The candidate's class(es) must be well organized, with subject matter current and appropriate to the course clearly presented through various teaching methods and appropriate use of teaching technologies, with obtainable course objectives, and with reasonable methods of evaluating student achievements.
4. The candidate's attention to the identification of learning outcomes and their assessment in all courses taught such that they meet architecture accreditation requirements as developed by the Architecture Department and reflected in the department curriculum.
5. The candidate's participation in student advising, including meeting with students, and keeping up to date on academic policies, advising methods and requirements.
6. The candidate's mentoring of students as demonstrated by active participation in such things as student activities, professional student organizations, and advising individual student projects.
7. Evaluation of teaching may include the following:
  - a. The candidate's involvement in improving lecture, laboratory or studio course materials, including the incorporation of a significant portion of research.
  - b. The candidate's participation in curriculum development, including the creation of new courses or substantial revision of existing courses.
  - c. Courses prepared and taught which were new to the candidate.
  - d. The candidate's direction of students in senior projects or graduate theses.
  - e. The candidate's invited lecturing or jury participation at other institutions.

f. Development of and/or participation in the teaching of a service learning course, whether university sponsored or sponsored independently.

h. Any other appropriate teaching activities.

B. The DRTPC evaluation of scholarship may include the following:

1. The candidate is active in conducting research in content areas related to teaching responsibilities, or in pedagogical approaches to the teaching of architecture.
2. The candidate has published papers, articles, or essays in recognized professional journals, in peer reviewed journals, or in published proceedings of appropriate peer reviewed forums, meetings or conferences.
3. The candidate has authored, contributed to, or edited a text appropriate to his/her specialty.
4. The candidate serves as an editor or reviewer for a recognized peer reviewed journal or publisher.
5. The candidate's professional work was displayed in either a regional, national, or international exhibit.
6. The candidate's has received awards for professional work from professional organizations or publications.
7. The candidate has completed advanced course work appropriate to his/her area of specialty, or has earned the terminal degree in his/her area of specialty from an accredited or recognized institution.
8. The candidate has applied for external funding (grants, contracts, fellowships, etc.) for scholarly and/or creative activities and has been successful in obtaining such funding.
9. The candidate works as a consultant in his/her specialty area, supported by publications or their written evaluations.
10. The candidate initiates, organizes, coordinates, participates, makes presentations or attends workshops, seminars, or professional conferences, and other similar activities related to his/her area of specialty.
11. The candidate has been invited to participate in scholarly activities at another institution and for which the candidate supplies evidence.
12. Any other appropriate research, scholarly, creative, or professional activities for which the candidate supplies evidence.

C. The DRTPC evaluation of service may include the following items:

1. The candidate has actively participated on a standing committee in the Department, College or University.
2. The candidate has served on the Academic Senate.
3. The candidate has an administrative assignment at this University.
4. The candidate has been an advisor to an ASI recognized student organization.
5. The candidate has actively participated in the recruitment of new faculty and/or new students for the Department.



6. The candidate served as a course coordinator for a multi-sectioned course.
7. The candidate has made presentations to schools, civic, or professional groups.
8. The candidate is an active member of a Department, College or University ad hoc committee with major assignments.
9. The candidate is active in community or service work.
10. The candidate participates in Departmental, College or University advancement activities.
11. Any other appropriate service related activity.

## **5.0 Candidate's Responsibilities**

**5.1** The candidate shall initiate all requests for RTP action. If the candidate is eligible for an RTP action, then there shall be written notification from the Office of the Vice-President for Academic Affairs. The candidate must respond that either there will or will not be a request for consideration. Failure to initiate RTP procedures shall be considered tacit agreement that a decision to retain, promote or grant tenure is not desired. If the candidate is requesting early promotion or early tenure, then the candidate must notify the committee Chair in writing that there shall be a request for an early action.

**5.2** Candidates are responsible for monitoring the progress of their requests through the various review groups. A candidate can withdraw the request, without prejudice, at any level of review.

**5.3** In the self-evaluation, the candidate must explicitly address both the Department's criteria for the action(s) requested, and prior year recommendations, if any, by the various levels of RTP review, including the DRTPC, the Department Chair, the College RTPC, the College Dean, the URTPC, and the Office of Academic Affairs. The self-evaluation shall be structured so as to make very explicit references, item by item, to the Department RTP criteria. If the candidate is requesting reappointment then there must be clear, explicit and solid evidence that there is progress toward the successful attainment of tenure. The evaluation shall explicitly contain the following items:

**A.** Discussion of teaching performance. This includes an evaluation of the student and peer evaluations, and activities relating to student advising and/or mentoring. All deficiencies noted in the student and peer evaluation shall be addressed. If deficiencies or problems were pointed out in previous evaluations, steps taken or progress made toward remedying them must be addressed.

**B.** Discussion of scholarship activities. This includes specific citation of all peer-reviewed publications, presentation of evidence of professional work, dates of attendance at professional meetings, and explicit reference to all duties and assignments in academic and professional organizations. Works in progress and ongoing activities shall be addressed. If deficiencies or problems were pointed out in previous evaluations, steps taken or progress made toward remedying them must be addressed.

**C.** Discussion of service to the Department, College, University, profession and community. This includes specific citation of committee assignments, duties, and contributions at any level of the University, and assistance in a professional capacity to any appropriate professional group or community organization. If deficiencies or problems were pointed out in previous evaluations, steps taken or progress made toward remedying them must be addressed.

**D.** The candidate shall establish attainable short and long term goals in all evaluative areas, and clearly state them. The candidate should attempt to build these goals around the desired outcomes listed in the previous section on Departmental Evaluation of the Candidate. To be realistic, there shall be a brief discussion regarding how these goals will be met. In the next RTP cycle, the candidate shall clearly state whether or not the short term goals have been met, and the progress made on the long term goals as established in the initial self evaluation meetings with the DRTPC. The candidate is required to establish both short and long term goals in order to develop an individualized plan which when realized will make a strong case for the granting of tenure and/or promotion. The candidate needs to examine critically whether or not goals need to

be altered and clearly note any alteration. The candidate is expected to seek advice from other faculty, administrators, and professional colleagues in generating these goals. The committee shall pay particular attention to the goals of the candidate and shall comment upon their appropriateness, evaluate whether they are applicable for the granting of tenure and/or promotion, and provide this feedback to the candidate in their recommendation.

**5.4** The period of time covered by the self evaluation should be that which has passed since the last application was made for the same or similar action. Reappointment evaluations are normally based on the previous year's performance; promotion evaluations, on the period since the last promotion or since original appointment; tenure on the period since the original appointment to the probationary position.

**5.5** The candidate shall identify all materials to be considered, and shall make available copies of those not already available in the candidate's Personal Action File (PAF). Completeness must be balanced against the consideration for the time commitment required of the DRTPC and other evaluators. If material can be summarized or cited rather than included, this is preferable. The candidate should consider an Appendix to the evaluation package which contains originals or reprints of articles, books, grant proposals, course materials, lab manuals, letters of thanks, commendations, newspaper articles, manuscripts, art work, etc.). These supplemental materials can be placed in the Department College Dean's office where DRTPC members can review them. A Table of Contents to the Appendix (that specifies where the supplemental material is located) is then included in the RTP package.

**5.6** The candidate is responsible for making sure the minimum number of classes has student evaluations completed. Appendix 10 of the University Manual articulates policy and procedures on student evaluations of teaching performance. The minimum number of student evaluations for a full time tenure track faculty member is four per year, preferably in different quarters. The candidate may administer more evaluations than the minimum. The only permissible means of soliciting student opinion on teaching performance for use in faculty performance review is to reach students collectively, not individually. Any solicitation by the candidate on his/her own behalf or by a faculty member or administrator on behalf of or against another faculty member is unprofessional and is prohibited. Candidates may use other forms of teaching evaluation, but may not include them in their RTP action packages. Unsolicited and signed materials from students may be included.

**5.7** The candidate needs to work closely with the Department in order to schedule the minimum number of peer reviews of teaching performance. The minimum number of peer reviews is two per year in different quarters. A candidate may request additional peer evaluations beyond those initiated by the DRTPC. Such requests are to be directed to the committee Chair. All original, Department-approved peer review forms must be included in the RTP package. Peer reviews include evaluation of course syllabi and other relevant teaching material, which the candidate is responsible for supplying to the peer reviewer. Appendix 16, Section 305.303 of the University Manual articulates policy and procedures on peer review of teaching performance. It is the candidate's responsibility to become familiar with the Department RTP Document and all pertinent sections of Appendices 10 and 16 of the University Manual, and the Collective Bargaining Agreement (CBA).

## **6.0 Criteria for Reappointment**

**6.1** In order to be re-appointed, a candidate must hold a first professional degree in architecture or a professional degree or a Ph.D. in a related field, and one of the following: a) professional registration in architecture or a related field; or b) five years post-baccalaureate professional practice, teaching or research in architecture or a related field. A second professional or an advanced degree is preferred. Furthermore, it is expected that the candidate shall be able to teach in two areas of the curriculum. Specifically, faculty hired to teach foundation or elective classes also must be able to apply their knowledge to the design studio, while faculty hired to teach in the studio also must be able to present their special expertise in a non-design elective or foundation course format.

**6.2** A probationary faculty member must apply for reappointment during an RTP cycle if the previous reappointment letter (or initial appointment letter) specifies that the term of (re) appointment expires at the end of the current academic year. The only exception is the case of a probationary faculty member in the sixth probationary year, who must apply for tenure. Reappointment criteria include the following:

**A.** The candidate shall have satisfactory student evaluations of teaching and peer reviews of teaching performance. The candidate shall also address deficiencies identified in previous student evaluations and peer reviews. The Department encourages the candidate to develop an effective, documented approach to

teaching and not necessarily fashion the course content and style of teaching to get the most favorable student evaluation. In addition to student evaluations, peer reviews of teaching performance have at least equal weight in evaluating the candidate's teaching effectiveness.

**B.** The candidate shall provide evidence of development of materials for courses taught. The Department encourages the candidate to apply appropriate, available technology to classroom situations, and to develop and use various methodologies to present course content and evaluate teaching effectiveness.

**C.** The candidate shall keep regular office hours and shall keep appointments.

**D.** The candidate shall take an active role in advising students. The Department requires that all full time, probationary and tenured faculty participate in student advising and fairly divide up the advising assignments. The candidate shall provide evidence that student advising is at least equal to the average.

**E.** The candidate shall demonstrate continued professional growth in one or more of the following ways:

1. The candidate has had professional, creative work, or scholarship or research in the form of papers or reports accepted for publication in recognized periodicals, journals or books.
2. The candidate has been acknowledged by professional, community, national or international organizations for meritorious works or activities.
3. The candidate has applied for external funding and has been successful in attracting support from outside grant sources.

**F.** The candidate shall provide evidence that he/she has participated in committee or academic governance work at the Department, College or University level. Additional service to a professional or community organization or group is also recommended. The Department encourages candidates for reappointment to devote most of their time to teaching and professional and/or scholarly activities since these activities form the foundation of a successful request for tenure. Service is given the least weight in evaluation by the committee, but is nonetheless a required activity.

**H.** The candidate shall provide evidence that satisfactory progress has been made toward tenure. The Department requires the candidate to establish attainable short and long term goals in all evaluative areas, and clearly state them in the RTP package. In the next RTP cycle, the candidate shall clearly state whether or not the short term goals have been met, and progress made on the long term goals. The Department's purpose in requiring the candidate to establish both short and long term goals is to assist the candidate in developing an individualized plan which, when realized, will make a strong case for the granting of tenure. The Department also requests the candidate to examine whether or not goals need to be altered and clearly note any alteration in the RTP package. The candidate is expected to seek advice from other faculty, administrators and professional colleagues in generating these goals. The committee shall pay particular attention to the goals of the candidate and shall comment upon their appropriateness, evaluate whether they are applicable for the granting of tenure, and provide this feedback to the candidate in their recommendation.

## **7.0 Criteria for Tenure**

**7.1** Tenure deliberation shall include a consideration of the candidate's teaching ability, special areas of knowledge, scholarship, service, and the stated Department curricular and staffing needs. Tenure recommendations are reserved for those individuals whose performance and knowledge are essential to and whose achievements primarily support the long-term goals of the Department. The extreme importance of tenure decisions mandate that they be made with full confidence in the future academic and professional growth of the candidate.

**7.2** A request for tenure is possible only when a probationary faculty member has begun the last year of the six-year probationary period. The request is obligatory in this case.

**7.3** Teaching is the primary consideration for granting tenure. A candidate for tenure is expected to exhibit consistent effectiveness in and mastery of his/her teaching. Any deficiencies in previous evaluations for

reappointment by the committee shall have been corrected by this time. Short-term goals in the area of teaching must have been met and there must be evidence that long-term goals are either completed or have reached a satisfactory level of completion.

**7.4** Scholarship activities require evidence of achievement of short-term goals established in previous DRTPC reviews and of continuous progress toward longer-term objectives, which may include:

**A.** The candidate has had professional work or research, papers, or reports published in recognized periodicals and journals or books. Credit for such must be supported by evidence from acknowledged specialists or authorities in the field. Copies of published work should be provided in an appendix for review by the DRTPC.

**B.** The candidate has been acknowledged by professional, community, national or international organizations for meritorious works or activities.

**C.** The candidate has been successful in attracting support from grant sources outside the Department.

**7.5** Evaluation of the service component requires achievement in committee activity at the Department, College or University level. Additional service in professional or community groups or organizations is also desired. In addition, the evidence should clearly indicate that the candidate would continue efforts in the area of service.

## **8.0 Criteria for Early Tenure**

**8.1** A request for early tenure is never obligatory. Early tenure refers to tenure granted prior to completion of the sixth year of teaching in the Department or prior to completion of the final year of eligibility for tenure in cases where one or more years of teaching service credit have been granted. Appendix 16, Section 305.206, of the University Manual requires that a recipient of early tenure must have completed two years of full time service at Cal Poly Pomona before the effective date of early tenure. Candidates for early tenure who have distinguished themselves outside the Department must establish their exceptional abilities and accomplishments through written support from people outside the Department who are themselves considered proper authorities for the judgment of such matters. Thus, a faculty member's application for early tenure can occur no earlier than the second year on campus.

**8.2** Early tenure may be recommended prior to the end of the normally required six-year probationary period in very exceptional cases. In addition to meeting the criteria established for regular tenure, the candidate shall satisfy the following additional requirements:

**A.** Exceptional teaching performance as demonstrated by consistent student ratings in the good to very good categories and peer evaluations of teaching over the duration of the evaluation period that consistently rate the candidate as an exceptional teacher.

**B.** Exceptional accomplishments in scholarship activities as evidenced by special recognition or acknowledgement by academic or professional organizations.

**C.** Exceptional service to University, College or Department as evidenced by serving as Chair of active committees, by taking a lead role in advancement activities, or by special recognition for outstanding service by the Department, College or University.

**8.3** Deliberations will include a consideration of the candidate's special area of knowledge and its significance to the Department. The special area of knowledge shall be judged by its application in the classroom and/or studio. Credit for research or specialized study must be supported by evidence from acknowledged specialists or authorities in the field.

## **9.0 Criteria for Promotion to Associate Professor**

**9.1** A request for regular promotion to Associate Professor is never obligatory. The candidate is normally eligible to apply for Promotion to Associate Professor at the same time the application for tenure is made.

**9.2** Teaching ability, scholarship activities and a record of service are the primary considerations for granting promotion to Associate Professor.

**9.3** A candidate for Associate Professor is expected to exhibit consistent effectiveness in and mastery of his/her teaching. Evidence must be shown of excellence in the performance of the duties of the advanced rank as well as continued growth beyond the current rank requirements. In addition previous short-term goals in the area of teaching must have been met, and new short-term goals established and clearly communicated in the RTP package. Long term goals must either be completed or have reached a satisfactory level of completion, and new long-term goals have been established and clearly communicated in the RTP package.

**9.4** Scholarship requires evidence of achievement of short-term goals and of continuous progress toward longer-term scholarship objectives. In addition, the candidate must provide clear evidence that previous short term goals in the area of scholarship have been completed, new short term goals have been established, and previous long term goals have either reached a satisfactory stage of completion or have been completed and new long term goals established.

**9.5** Evaluation of the service component requires evidence of achievement in committee activity at the Department, College or University level. Evidence of additional service in professional or community groups or organizations is also desired. In addition, the evidence should clearly indicate that the candidate will continue efforts in the area of service.

**9.6** If, at the time of initial appointment, a probationary candidate does not have the terminal degree for his/her area of specialty, and the initial appointment letter calls for obtaining this terminal degree by the time the decision is made for granting of tenure, and the candidate has obtained the terminal degree before the final probationary year (in partial completion of the requirement for tenure), then the probationary candidate is eligible to be considered for promotion to Associate Professor.

## **10.0 Criteria for Early Promotion to Associate Professor**

**10.1** A request for early promotion to Associate Professor is never obligatory. Appendix 16, Section 305.206, of the University Manual requires that a recipient of early promotion must have completed two years of full time service at Cal Poly Pomona in the rank as an Assistant Professor before the effective date of early promotion. Thus, a faculty member's application for early promotion to Associate Professor can occur no earlier than the second year on campus.

**10.2** In addition to meeting the criteria established for regular promotion to Associate Professor, the candidate shall satisfy all the following additional requirements:

- A.** Evidence must be shown of excellence in the performance of the duties of the advanced rank as well as continued growth beyond the requirements of the current rank.
- B.** Exceptional teaching performance as demonstrated by consistent student ratings in the good to very good categories and peer evaluations of teaching over the duration of the evaluation period that consistently rate the candidate as an exceptional teacher.
- C.** Exceptional accomplishments in scholarship activities as evidenced by special recognition or acknowledgement by academic or professional organizations.
- D.** Exceptional service to the Department, College and/or University as evidenced by serving as Chair of active committees, by taking a lead role in advancement activities, or by special recognition for outstanding service by the Department, College or University.

## **11.0 Criteria for Promotion to Professor**

**11.1** A request for promotion to Professor is never obligatory. The rank of Professor is reserved for individuals who have distinguished themselves as educators and/or practitioners bringing qualities of professional and pedagogic excellence and prestige to the Department. The request for promotion to Professor shall be considered only if the

candidate has served four years in the rank of Associate Professor, less any service teaching credit the candidate may have been given when initially appointed to the rank of Associate Professor. The candidate may apply at the beginning of the fifth year. Promotion to Professor is only possible if the faculty member is tenured or is granted tenure at the time of promotion.

**11.2** In order of importance, teaching ability, scholarship activities and a record of service are the primary considerations for granting promotion to the rank of Professor.

**11.3** A candidate for Professor is expected to exhibit consistent effectiveness in and mastery of his/her teaching. Previous short-term goals in the area of teaching must have been met, and new short-term goals must be continuously established and clearly communicated in the RTP package. Long-term goals either must have reached a satisfactory level of completion or must be completed and new long-term goals established and clearly communicated in the RTP package. In the area of teaching, the candidate must have assumed a leadership role in the maintenance and further development of at least two courses offered by the Department one of which must be a core course. The candidate is expected to teach at least one well defined subject with a high degree of competency in both a studio and a lecture/discussion or seminar format; and to be able to teach competently in a second area within the Department's curriculum.

**11.4** Development in the area of scholarship requires evidence of achievement of short-term goals and of continuous progress toward longer-term objectives. In addition, the candidate shall provide clear evidence that previous short term goals in the area of scholarship have been completed, previous long term goals have been either completed or have reached a satisfactory stage of completion, and that new and meaningful short and long term goals are established and are clearly communicated in the RTP package.

**11.5** Evaluation of the service component requires evidence of completion of significant committee activity at the Department, College and University levels. A Professor is expected to provide student counseling, to advise and assist tenure-track faculty in their development, to assume senior roles in major committee assignments within the Department, College, and University, and through independent initiative to make a positive contribution to the leadership and management of the Department. In addition, the evidence presented by the candidate should be convincing that efforts in the area of service will continue.

## **12.0 Criteria for Early Promotion to Professor**

**12.1** A request for early promotion to Professor is never obligatory. Appendix 16, Section 305.206, of the University Manual requires that a recipient of early promotion must have completed two years of full time service at Cal Poly Pomona before the effective date of early promotion. Thus, a faculty member's application for early promotion to Professor can occur no earlier than the second year on campus. Furthermore, early promotion to Professor is only possible if the faculty member is tenured or is granted tenure at the time of promotion.

**12.2** In addition to meeting the criteria established for regular promotion to Professor, the candidate shall satisfy all the following additional requirements as delineated below:

**A.** Exceptional teaching performance as demonstrated by consistent student ratings in the good to very good categories, peer evaluations of teaching over the duration of the evaluation period that consistently rate the candidate as an exceptional teacher, and awards from the University, College or Department for exceptional or outstanding teaching.

**B.** Exceptional accomplishments in scholarship activities as evidenced by special recognition or acknowledgement by academic or professional organizations.

**C.** Exceptional service to University, College or Department as evidenced by being Chair of at least two active committees, consistently taking a lead role in advancement activities, and/or special recognition for consistent outstanding service from the Department, College or University.

**13.0** Evaluation of Faculty on Administrative Assignment, Serving in Academic Governance, or on Academic Leave

**13.1** The DRTPC must take into account the activities of faculty temporarily on leave from teaching duties for such purposes as sabbatical or difference in pay leave, fellowships, visiting professorships at other institutions, service for

academic governance or for special administrative assignment within the University. Faculty on paid leave for the above named purposes shall be evaluated using the previously stated criteria for teaching, scholarship and service with suitable modifications listed below.

**A.** For reappointment or tenure, the candidate on paid leave shall have taught a minimum of 22 WTU's for the previous academic year. All 22 WTU's must be for courses given by the Department. Student evaluations, per Department policy, must be included in the RTP package. Teaching at another institution does not relieve the candidate of the teaching requirement at this University.

**B.** For promotion, faculty on paid leave at the time of an evaluation shall have taught Department courses equivalent to 36 WTU's since the last promotion. At least 4 WTU's shall be within the year of the candidate's request. Student evaluations, per Department policy, must be included in the RTP package. Teaching at another institution does not relieve the candidate of the teaching requirement at this University.

**C.** For reappointment, tenure or promotion, faculty on paid leave shall provide evidence of scholarly or creative activity, and shall be held to the same standard in this area as any other candidate for reappointment or promotion in the Department. Scholarly activities performed at another institution, whether alone or in collaboration with others, can be examined by the committee for the purposes of fulfilling the Department's criteria in the area of scholarship.

**D.** Faculty serving on administrative assignment or academic governance shall have their service component satisfied by working on their administrative duties.

**E.** There can be no deviation of the above requirements for faculty serving an administrative assignment without the written consent of the DRTPC, the Dean of the College of Environmental Design, and the University RTP Committee.

**F.** In all cases, the general weighting of teaching performance, scholarship, and service in that order of importance shall be maintained.

**13.2** Faculty on unpaid leave for the purposes of fellowships, visiting professorships at other institutions, service for academic governance or for special administrative assignment within the University shall be evaluated using the previously stated criteria for teaching, scholarship, service, and prospects for continuing collegiality, with the modifications as listed below.

**A.** When the approved leave is without pay from the University then the probationary status of the tenure track candidate is considered to be inactive by an amount equal to the percentage of unpaid leave (e.g., half time unpaid leave equals 50 percent inactive status). As a result the period between the requisite RTP actions is lengthened by an equivalent amount of time.

**B.** Faculty on unpaid leave shall furnish evidence in their RTP package that they have fulfilled the service requirement specified in the Departmental criteria for the requested RTP action. Visitation to another institution does not relieve the candidate of the service requirement at this University.

**C.** There can be no deviation of the above requirements for faculty serving on approved leave without the written consent of the DRTPC, the Dean of the College of Environmental design, and the University RTP Committee.

## Appendix

### Appendix 1: Department policy on student evaluations of teaching

It is the department's policy that student evaluations will be conducted of all classes in a manner as specified in Appendix 10 of the University Manual. The choice of which summary sheets of evaluated classes will be placed in the faculty member's Personal Action File (PAF) resides with each individual faculty member. A minimum of four summary sheets, with at least one from each quarter in which the faculty member taught, must be entered into the PAF.

When interpreting summary results of evaluations candidates for RTP action, as well as the DRTP committee, are advised to pay particular attention to the distribution of student responses and the statistical validity of the number of responses rather than to the percentage ranking within the Department.

A copy of the current student course evaluation form is included in Appendix 3.

**Appendix 2:** Department policy on peer review of teaching

It is the Department's policy that all tenure track faculty be reviewed at least twice each year. The peer evaluation of teaching performance shall reflect, to the degree possible, the breadth of courses taught by the candidate. Also, the peer evaluation shall include classroom visits and a review of course syllabi and relevant course materials. A minimum of two peer reviews per year, in different quarters, is required. A written report of the classroom visit shall be placed in the candidate's PAF within two weeks of the class visit. A copy of the written report will also be given to the candidate.

Only peer evaluations conducted either within the twelve months prior to or during the period under consideration may be used for that period's deliberations. Exceptions may be allowed if the candidate does not have the minimum number of evaluations. It is the DRTPC's responsibility to ensure that the minimum number of peer evaluations is conducted annually,

The conditions of Department peer reviews must comply with Appendix 16, section 305.303, on "Peer Evaluation of Teaching", of the University Manual.

**Appendix 3:** Student and Peer Evaluation Forms  
(attached)

**Appendix 4:** College of Environmental Design Dean's Statement re: RTP  
(attached)

**Appendix 5:** Faculty Consultation Form  
(attached)



**Department of Architecture  
College of Environmental Design**

**PEER EVALUATION OF CLASSROOM TEACHING**

<b>Name:</b>		<b>Rank:</b>		
<b>Date:</b>			<b>Evaluator:</b>	
<b>Type of Class:</b>	<b>Lecture/discussion</b> _____	<b>Seminar</b> _____	<b>Activity</b> _____	<b>Studio</b> _____

**Course Materials**

*Comments on the review of course syllabus, course outline, assignments, examinations, and other course materials prior to classroom observation:*


**Class Organization**

*Class sequence: introduction including a clear description of goals of the session; timing of key topics and conclusion; variation in teaching modes during class (lecture, questioning periods, use of group discussions, etc.); control over classroom environment.*


**Subject Matter/Content**

*Mastery of subject matter, appropriateness of material to class and level; class materials reflect diversity of student backgrounds, up-to-date course materials; skills developed in class; clear explanation of assignments, key words and terms, and new concepts.*


**Communication, Presentation Skills and Teaching Aids**

*Clear presentation; demonstrated interest in subject; appropriate use of examples; use of blackboard; visual aids and illustrations; class handouts; writing activities; class activities; use of computers and other media.*


**Interaction with Students**

*Techniques used to involve students in the presentation of the subject, skills that encourage questions and comments; involvement of all students; general classroom climate.*


**Suggestions for Improvement and Further Development of Teaching Skills**


\_\_\_\_\_  
Signature of Faculty Member observing the class

Date \_\_\_\_\_

**I have reviewed this evaluation with the faculty member observing my course:**

\_\_\_\_\_  
**Date**

Signature of Faculty Member being evaluated



## College of Environmental Design Dean's Statement re: RTP

### College of Environmental Design Dean's Statement Re: RTP 1996-97

1. According to the Rose Garden Memorandum, RTP Process P. 3, 1995-96 Edition, each College Dean must distribute to the faculty a statement that explains the College level approach to evaluating RTP candidates.
2. The strategic plan process, the College plan, and Department program evaluations have provided an objective focus on a number of issues that are part of the evaluation process and helped clarify the expectations; all of which are based on the changing realities facing the CSU, the University, and the College.
3. Important issues facing the University which impact our College are: (a) the self-evaluation process of goals and objectives, (b) student recruitment, and (c) enrollment management. Therefore, "community service" (University, College, and Departments) assumes a new meaning which should be considered in the RTP process.
4. Similarly, the University has demanded that, "The College should ensure that faculty professional development activities are utilized for the benefit of the instructional programs, and that such activity translates into scholarship with dissemination to the larger academic community."
5. Finally, at the College level, as part of the evaluation of candidates according to specific Departmental RTP criteria, the Dean needs to consider more global characteristics and accomplishments of each candidate. These are not additional criteria; rather they speak to individual qualities of the candidates that the Dean must evaluate as part of the responsibility for guiding the College. Items to be considered in evaluations include:
  - quality of an individual's performance and the value of his/her contributions to the mission of the College and its programs;
  - willingness of the candidate to contribute to special assignments, programs, and activities which enrich the College, e.g., academic master plan, teaching, and research units;
  - demonstration of personal motivation toward excellence in teaching, advising, and scholarly activities;
  - pursuit of consulting activities to the extent that they enhance teaching and professional development;
  - cooperative interaction with the faculty and staff of the College and the University; and
  - efforts by the candidate to enhance the learning and teaching environments at the University by attitude, interest, action, and behavior.

To receive a positive recommendation from a Department, each candidate must satisfy the Department's criteria for the appropriate action. Each candidate will be evaluated by the Dean based on criteria specific to a Department, but tempered by consideration of the qualities itemized above as well. It is each Department's prerogative to exercise its best professional judgment regarding satisfaction of its criteria. It is the role of the Dean to exercise professional judgment using a College perspective.

Recommendations for action to the Dean need to be well-defined, timely, and professionally prepared. Committee evaluation efforts need to:

- validate the materials submitted by the candidate;
- review the candidate's Personnel Action File (PAF) and previous RTP evaluations;
- evaluate the candidate's credentials for the requested action, adhering to the Departmental RTP document; and

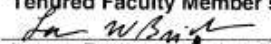


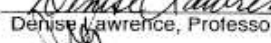
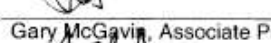

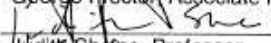
- present a reasoned evaluation of these efforts in the RTP package.

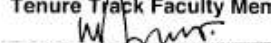
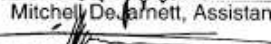
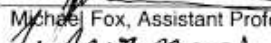
The minimum information in each application package is specified by the DRTP Criteria, as amended also to include **four** student evaluations of **four** different classes per year and at least **two** peer evaluations of teaching performance conducted each academic year.

Faculty Consultation Form

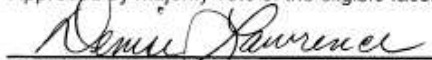
Appendix 5: Faculty Consultation Form

This document, and all subsequent amendments, must be approved by a simple majority of the Department's tenured and tenure track faculty.

Tenured Faculty Member signatures	Approve	Disapproved	Date
 Layman Brichen, Associate Professor	✓		3-28-07
 Kip Jackson, Professor	✓		3/28/07
 Denise Lawrence, Professor	✓		3/28/07
 Gary McGavin, Associate Professor	✓		3/28/07
 George Proctor, Associate Professor	✓		3/28/07
 Judith Sheine, Professor	✓		3.28.07
 Hofu Wu, Professor	✓		3/28/07

Tenure Track Faculty Member signatures	Approved	Disapproved	Date
 Mitchell DeJarnett, Assistant Professor	<del>✓</del>		<del>3.28.07</del>
 Michael Fox, Assistant Professor	<del>✓</del>		<del>3.28.07</del>
 Luis Hoyos, Assistant Professor	✓		3/28/07
 Pablo La Roche, Associate Professor	✓		3/28/07
 Junfow Lin, Assistant Professor	✓		3/28/07
 Sarah Lorenzen, Assistant Professor	✓		3/28/07
 Alexander Ortenberg, Assistant Professor	✓		3/28/07
 Axel Prichard-Schmitzberger, Assistant Professor	✓		3/28/07
 Irma Ramirez, Assistant Professor	✓		3/28/07

Approved by majority vote of the eligible faculty, this 28<sup>th</sup> day of March, 2007

  
Denise Lawrence, Professor, and Chair, Department RTP Committee

8. WASC Accreditation Letter

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PROVOST'S OFFICE

PAGE 02/05

WESTERN ASSOCIATION OF SCHOOLS & COLLEGES  
ASSOCIATION OF SENIOR COLLEGES & UNIVERSITIES  
ACCREDITING COMMISSION FOR SENIOR COLLEGES & UNIVERSITIES



March 6, 2001

Bob H. Suzuki  
President  
California State Polytechnic University, Pomona  
3801 West Temple Ave.  
Pomona, CA 91768

Dear President Suzuki:

At its meeting on February 21-23, 2001, the Commission considered the report submitted by the WASC evaluation team that visited the University on October 10-13, 2000. The Commission also had available to it the self study prepared by the University for the visit and the University's response to the team report. The Commission was grateful for having had the opportunity to meet with Elhami Ibrahim, Associate Vice President for Academic Programs; Jane Ollenburger, Vice President for Academic Affairs; Pat Farris, Vice President for Administrative Affairs; and you during our deliberations. The conversation was helpful in deepening our appreciation of the institution and the progress it has made, as well as the extent to which the challenges of the past have continued into the present.

The University undertook a thematic self study focused on issues relevant to its priorities. These themes included institutional culture; teaching and learning; management and enhancement of resources; and new directions. The Commission commends the University for the formulation of useful topics that have clearly generated both data and findings that the team and the Commission found very informative. The Commission also commends the University for the seriousness with which it undertook the self study, including the high quality of the methodologies employed and the consistent use of current research and best practices to frame the report. The Commission was impressed by the reflective nature of the report and its remarkable candor about conditions at the University and areas where progress is genuinely needed.

It was clear to the Commission and the team that the University has remained true to its polytechnic mission of teaching students to "learn by doing," the hallmark of the University's function. The Commission was pleased to note that since the last comprehensive visit in 1990, the University has experienced great progress in fund raising including generating private funds for capital improvements.

The Commission also noted that the University has undertaken efforts to respond to Commission concerns about diversity, institutional governance, strategic planning

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California State University  
Domestic Hill
- Vice Chair  
Stephen C. Morgan  
University of La Verne
- James R. Applin  
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Loyola Marymount University
- Constance M. Cox  
London University
- Falk Gebhardt  
Pacifica University
- Margaret Hughes  
California State University  
San Marcos
- Loisann Kennedy  
California State University  
Northridge
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Fuller Theological Seminary
- Theodore R. Mitchell  
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Fresno
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- Elizabeth Gregg  
Assistant Director
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- Fred M. Dorer  
Staff Associate
- Lily S. Ouyang  
Staff Associate

COMMISSION ACTION LETTER - PAGE 2  
CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA  
MARCH 6, 2001

and general education. The Commission wishes to underscore the concern articulated in the team report that considerable work remains to be done in the area of relationships between and among faculty and administrators and the need to address continued tensions surrounding issues of shared governance. The Commission was pleased to receive your oral statements before its panel on possible approaches that might be taken to bring the campus into broader agreement on the issue of shared governance.

The team report indicates mixed progress on the part of the University in addressing these matters of continuing concern. The most progress seems to have been made in the area of diversity, although it is clear from the report that more remains to be done in this domain, to which you agreed when appearing before the panel. Similarly, the Commission acknowledges your agreement with the team report that sustained and consistent efforts need to be undertaken to remedy past failures in strategic planning. Such efforts will need to lead to institutional processes that will sustain further planning efforts, and bridge the gap between academic and fiscal planning that has characterized the institution. The concerns of the Commission and evaluation team about the University's inability to implement a University-wide general education program are also well documented. Therefore, the Commission noted with approval the broad faculty involvement and ownership of the recently approved general education program. The Commission looks forward to reports on the progress of the revised general education program and wants to make clear its concern that the University be able to show demonstrable progress in this regard. In addition to these issues, the Commission wishes to highlight the following topics, organized largely around the themes selected by the University.

**Institutional Culture and Institutional Functioning:** The self study and the evaluation team noted that, in relation to institutional culture, there was a high degree of faculty and staff loyalty to the institution and that many faculty, staff, students and administrators are proud of the University's academic programs and the quality of education that students receive. The Commission commended the University for responding to related concerns about its hierarchical, top-down approach to governance in 1990 by taking several important steps. These include placing faculty, student and staff representatives on the administrative cabinet, establishing budget advisory committees, referring a number of key decisions to the Faculty Senate, and establishing a variety of recognition awards. Nevertheless, the Commission was extremely concerned by the team's report that high levels of distrust and acrimony, present at the last comprehensive visit, still plague institutional functioning and continue to affect all areas of institutional decision-making and collaboration.

The Commission concurs with the recommendations of the self study and the team that even more concerted efforts to build trust and cooperation need to occur and urges the University to consider very carefully its own recommendations about how this might be done. Not the least of such efforts might be for the administration and the Senate jointly to adopt, as a top priority, community building. Indeed, it may now be time for both groups to exercise genuine statesmanship and leadership by taking, and supporting, steps to establish an atmosphere of openness, civility and genuine cooperation. Resolution of these problems, however, is clearly the responsibility of all, not just one segment or group.



COMMISSION ACTION LETTER - PAGE 3  
CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA  
MARCH 6, 2001

**Teaching and Learning:** The Commission commends the University for selecting teaching and learning as a theme and for its efforts in understanding and documenting the extent to which the University is learning-centered. The Commission applauds the steps taken by the University with the Student Outcomes Assessment Program (SOAP) and the considerable impact of assessment on those departments and programs involved in SOAP. However, the team found that many other academic programs have limited involvement with student outcomes and assessment, thereby reflecting an uncoordinated approach to assessment. The Commission concurred with the findings of the self study and the team that much remains to be done to fulfill the University's mission to be learning-centered. This includes developing a University-wide assessment strategy, backed by the administration and the Faculty Senate, and use of results in program review and institutional decision-making. Given the long-standing concerns of the Commission about the need for a more effective general education program, the University will also need to take steps to ensure that the new general education program will be effectively implemented and evaluated.

The team was particularly concerned that the University's current approaches to faculty development appear to place little emphasis on student learning or assessment. Given the University's emphasis on learning-centeredness and the centrality of student learning in the new WASC Standards, the Commission strongly supports the self-study and team recommendations on assessment and urged that the University consider how they might be implemented.

**Resource Management and Planning:** The Commission commends the University for establishing an institutional allocation process with budget committees at the University and divisional levels and for the planning being done at the unit and department levels. However, the Commission is concerned by the team finding that unit and department planning was not used effectively for strategic planning. The team concluded that such uncoordinated planning risked placing several initiatives at cross purposes. There is also a strong need to integrate information technology planning into campus-wide efforts. The Commission noted the self study's finding that previous failed strategic planning efforts were based on a top-down approach and endorses the suggestion that the University consider using a "bottom-up" approach which builds on the strong planning already going on at the unit and department levels.

**New Directions:** The team was genuinely impressed by the quality of the University's efforts in regard to the several programs highlighted in the "New Directions," section: outreach to schools; community partnerships focused on service learning; student exchanges; internationalization efforts; and community consultations and partnerships in the larger educational community. The Commission noted that the programs are the result of the extraordinary efforts of individual faculty members and are creative responses to CSU system-wide initiatives or are innovative public/private partnerships that have led to the expansion of new construction both on- and off-campus. The Commission recommends that, while the University should continue encouraging entrepreneurship, it should adopt procedures to ensure that such activities are firmly linked to the University's priorities and strategic planning process.

The Commission acted to:

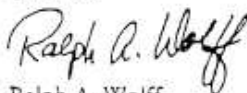
COMMISSION ACTION LETTER - PAGE 4  
CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA  
MARCH 6, 2001

1. Reaffirm the accreditation of the California State Polytechnic University, Pomona.
2. Schedule a Special Visit in fall 2003 to review the progress made by the University in regard to the concerns articulated in this letter and the major recommendations in the team report. Four (4) copies of the report will be due two months before the visit. The format of the Special Visit report is being revised and will be sent to you shortly.
3. Pending confirmation after the Special Visit, schedule the Proposal for the two-stage review to be due May 1, 2005. Schedule the Preparatory Review in the fall of 2007 and the Educational Effectiveness Review in the fall of 2008.
4. The Commission noted and received reports of two federally mandated substantive change visits to off-campus locations 25 miles or more from the University's Pomona campus:
  - Master of Science in Engineering at Palmdale, California
  - Professional Master of Business Administration at Canoga Park, California.

Both the Special Visit and the next scheduled comprehensive review of the institution will occur under the *Handbook of Accreditation 2001*, which involves significant new Standards and substantially different expectations for Institutional Presentations under the new comprehensive review cycle. The Commission urges the University to review the new *Handbook* and to assess how institutional evidence can be developed prior to the next comprehensive accreditation review that will make the new process less burdensome and more useful.

Please contact me if you have any questions or comments about this letter and the action of the Commission.

Sincerely,



Ralph A. Wolff  
Executive Director

cc: Marilyn P. Sutton  
Elhami Ibrahim  
Members of the Team  
Gregory M. Scott

RW/brn