Recommendations:

1. Balanced, thorough and relevant interdisciplinary socio-political and historical classes along with discussion sections, as compliments to the core studio classes for prerequisites.

2. Raucus Room: a space for design experimentation, socialization and social organization. Such a place would increase community and interaction between students, thus facilitating the spreading of ideas and learning.

3. Mandatory Study Abroad quarter at an international design school, through EAP or a similar program, thus increasing our international presence and understanding.

4. Alumni System with listings of graduates, their contact information/portfolio and professional information. This system would bridge the gap between graduating and the work place, and create a more tentacular community.

5. Annual student-professor reviews and critiques, as well as quality standard guidelines.

Group Words (and my impression of each):

- Immersive - both physically and conceptually surrounding the individual with our purpose and goals
- Resonant - the spreading of ideals, with the reverberation of each contact made back to the origin
- Provocative - stylish, sexy and interesting work and ideals exposed to the public world
- Holistic - all inclusive, leaving nothing out, no viewpoint ignored
- Intuitive - efficiently structured and organized
- Inclusive - (similar to holistic)
- Sustainable - able to thrive and grow on its own
- Evolving - always growing and changing in order to accommodate the times
- Relevant - appealing to our appropriate goals and focus
- Intelligent - thoughtfully consistent
- Tentacular - reaching out to other departments, other disciplines, and the rest of the world, to create bonds

Significant Excerpts: Oral History

McNall: There is no natural connection between [design and media arts].

Matthew: I believe UCLA showed me many facets of design but failed to follow up on any of them. And teachers don’t demand enough from their students.

Renata: [The department] somehow became a media arts department and I don’t know how. No one seemed to be involved in that decision.

Jancy: I feel that the structure was pretty liberating. It was very independent; you could choose your path.

Gabe: What I got from this school is definitely the people, the people I met. The department exists to mold you into a more whole person as a designer, the department allows you to define yourself as a designer because it’s based only on your work.

Celine: The curriculum tried to nurture the students and allows them to develop good skills and your many facets to try your talents at. [...] The professors expect a lot from their students.

Blaire: I expect my degree to get me a high paying job right when I graduate.

Christian: UCLA fucks me over with budget cuts and by hiring professors who don’t come to class or care to teach. UCLA design teaches you how to look instead of at where you are now, to look at where you could be tomorrow.

Olga: I’ve learned a lot [from UCLA as a whole], but it doesn’t feel like enough.

Ryan: Los Angeles has made my design education experience incredible. GE’s seem to be arbitrary courses that have nothing to do with what I’m interested in. My design education is coming from the department itself and not from the school at all.

Daniel: [UCLA as a whole and GE classes] makes me a more socially responsible designer.

Kelly: I’ve been exposed to this new emphasis on media arts. I’m interested in getting into it, but I don’t know what to do with it. I like the sense of community of the department, we are a tight knit community.
Implementations and Executions:

**COFFEEHAUS**
a place for coffee, eating, socializing
- *student and faculty interaction*
- *design student-run*
- *place to take breaks*

**CAUCUS ROOM**
really awesome unwinding creative unity space
- *something that brings you in*
- *space for social interaction*
- *social scene, community*

**DESIGN MUSEUM**
a constant space for ongoing exhibitions of exemplary student work
- *dedicated space for design only*
- *visiting professor exhibitions*
- *only best work*

**INTERACTIVE INSTALLATIONS**
compelling examples of work used to create an immersive environment
- *media arts class projects for the space*
- *allows for “experience” of work for visitors and to encourage students*

**D | X**
a space for experimental media, art and design
- *pushing the boundaries of design/media*
- *quarterly showcasing of new media*

**D | MANIFESTO**
a visible statement that is a culmination of our goals and mission statement
- *visible and published*
- *primary objectives*

**DMA abroad**
International DMA student presence
- *mandatory study abroad quarter at an intentional design school*

**DMA | UCLA**
进一步集成与校园组织合作
- *DMA presence in UCLA Ad team, Daily Bruin, and throughout university advertising/publicity*

**DMA | X**
a space for experimental media, art and design
- *a laboratory for creativity*

**DMA reviews**
Quarterly reviews of student work by faculty panel
- *review of student work each quarter*

**DMA | CO**
a student run company, offering design services and management opportunities
- *self governed organization*
- *income for department*

**DMA | PR**
a class dedicated to the promotion of DMA
- *creating relationships with corporations*

**DMA | WEB**
a comprehensive website
- *personal student work portfolios*
- *details of DMA History/Manifesto*

**DMA | MAIL**
a comprehensive weekly mailer offering all design related events
- *students, faculty, alumni, subscribers*

**DMARCHIVE**
collected history of the department
- *building a history for the department*

**Design | Media Art**

Based upon our Oral History research, it is notable that although undergraduate students have a broad opinion on the meaning and purpose of design, many feel unclear or pessimistic about Media Arts. Opinions of design varied from “the engineering of beauty” to “pleasing other people with your creativity”, “commissioned art” to “being able to communicate an idea or concept.” The definition of Media arts was very unclear to most students, but a common opinion was that media arts had something to do with technology and art. One professor felt that “there is no particular natural connect between the two (Design and Media Arts).” It appeared that the only common relationship between Design and Media Arts is that they both use the same tools (digital technology), though most felt that they didn’t belong together. In her interview Victoria Vesna stated that the pipe symbol between Design | Media Arts was envisioned to create a bond between to two.