University of Utah
School of Architecture

Architecture Program Report for 2016 NAAB Visit for Continuing Accreditation

Master of Architecture 2-year [122 undergraduate credit hours + 53 graduate credit hours]
Master of Architecture 3+ [undergraduate degree + 100 graduate credit hours]

Year of the Previous Visit: 2013
Current Term of Accreditation: 3 years
        "The professional architecture program Master of Architecture was formally granted a three-year term of accreditation."

Submitted to: The National Architectural Accrediting Board
Date: September 7, 2015

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Section 1   Program Description

I.1.1   History and Mission

The University of Utah
The University of Utah, located in Salt Lake City in the foothills of the Wasatch Mountains, is the flagship institution of higher learning in Utah. Founded in 1850, it serves over 31,000 students from across the U.S. and the world, with close to 100 major subjects at the undergraduate level and more than 90 major fields of study at the graduate level, including Architecture and Urban Planning. The University has maintained its accreditation through the Northwest Commission on Colleges and Universities continuously since 1933.

The University of Utah's central mission (http://president.utah.edu/universitystrategy/) is "to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced."

The University has its earliest history in the years of Mormon pioneers, members of the Church of Jesus Christ of Latter-day Saints who traveled west to escape religious persecution and established Salt Lake City in 1847. The University opened its doors in 1850, only two and a half years after the city's establishment. The founding mission was focused on diversity, community service, and the creation of new and innovative knowledge. The University of Utah (UofU) is now a Research I university and a member of the Pac-12. It ranks among the world's top 100 universities and among the top 25 public universities in the U.S. It is top-ranked in the nation for start-up companies and university hospital quality. The UofU is home to numerous resources for the larger community including the Natural History Museum of Utah, Utah Museum of Fine Arts, Pioneer and Kingsbury Theaters, and the Red Butte Botanical Garden and Arboretum. The UofU maintains excellence in its academic programs and co-curricular activities, as well as in its faculty, student body, and staff. Excellence is demonstrated through the quality of research, transformative power of teaching, and impact of service.

Being located within this resource-rich and robust academic context benefits the College of Architecture + Planning (CA+P) in which the School of Architecture (SoA) is housed in innumerable ways. In terms of research, resources often utilized by faculty include the Office of Grants and Contracts and the Office of Sponsored Projects (OSP), as well as the Institutional Review Board. These offices provide support for grant applications and administration. In fall 2015, for example, OSP is holding a series of individualized workshops for CA+P faculty in recognition of our unique and diverse research approaches. Regarding teaching, the University holds an annual day-long Teaching Symposium, and instructors have access to the Center for Teaching and Learning Excellence, which assists in course development, incorporation of active teaching methods, and technological integration to enhance the learning outcomes in classes. Given the University's reputation for service, it is not surprising that resources such as the Lowell Bennion Community Service Center and University Neighborhood Partners assist faculty in furthering this part of their responsibilities. Additionally, interdisciplinary resources such as the Sorenson Center for Discovery and Innovation, the Entrepreneurial Faculty Scholars Program, and the Global Change and Sustainability Center have proven invaluable to faculty development. As for students, resources for enhancing their learning experiences are incredibly rich and diverse, and include the Honors College, Undergraduate Research Opportunities Program, Writing Center, LGBT Resource Center, Veterans Support Center, and full-time child care, to name but a few. Please see section 3.I.2.1 for more information regarding available university resources.

The University's strategic vision focuses on four principal goals for teaching, research, and public life:
1. Promote student success to transform lives;
2. Develop and transfer new knowledge;
3. Engage communities to improve health and quality of life; and
4. Ensure long-term viability of the University. (http://president.utah.edu/universitystrategy/)

The 15th President of the University of Utah, David Pershing, PhD, along with the new Senior Vice President for Academic Affairs, Ruth Watkins, PhD, are leading the development of a new Strategic Plan focused on these

goals. This plan advances the vision for the "New U" by establishing seven Core Values that will drive future programs and investments. These include: student success and engagement, research and teaching excellence, diversity, sustainability, global vision and strategy, community, and leadership (http://president.utah.edu/universitystrategy/). The SoA already leads efforts in many of these commitments and is poised to actively participate in others (see 1.I.1.3). For example, the SoA is heavily involved in Undergraduate Studies administration, the MUSE (My Utah Signature Experience) Project, the Center for Teaching and Learning Excellence, and the University's sustainability initiatives through SoA faculty appointments in these departments. The SoA benefits from a stable institutional setting that is poised to transform the lives of individuals and leverages the resources of the University to impact our local and global communities.

The College of Architecture + Planning
The first Department of Architecture at the University of Utah was organized in 1949 within the College of Fine Arts and was authorized to grant the Bachelor of Architecture degree. The program received initial accreditation in 1954 from the National Architectural Accrediting Board (NAAB) and has been accredited continuously since. In 1974 the Department separated from the College of Fine Arts and became the Graduate School of Architecture (GSA) under the leadership of Dean Robert Bliss, FAIA. We operated as a single-department college for almost 30 years, until under the leadership of Dean Brenda Scheer, FAIA, FAICP, the college successfully shepherded the relocation and expansion of the Department of Urban Planning into the GSA, which was renamed the College of Architecture + Planning in 2003. After building the planning program with faculty, enrollment, and curriculum, City & Metropolitan Planning (CMP) became an independent department in the College in 2007 alongside the School of Architecture (SoA). Dean Scheer appointed Associate Professor Patrick Tripeny as the first Director of the School. Today the College continues to grow, as the SoA is engaged in "incubating" another emerging program, Multi-Disciplinary Design (MDD), led by Director James "Jim" Agutter. The MDD Program graduated its first class of undergraduates in 2015, after offering an undergraduate minor for several years prior. It will become an independent department once it builds its full-time faculty ranks as required by the University for such status.

The SoA has developed a number of core values throughout our history that reflect the ethical nature of architectural practice and provide a criticality and depth that guide our program: design excellence, community engagement, cutting edge technology and innovation, student empowerment, design-build, sustainability and urban ecology, and a globalized approach to history/theory/criticism.

Design Excellence
A commitment to design excellence has been a core value of the SoA beginning in 1949 with our first leader, Roger Bailey, FAIA. Bailey brought a variety of excellent designers to Utah to teach, including Charles Moore, Gordon Heck, and James Akland. The architecture program proved indispensable to the University's development, providing the first sketches of a master plan for the University and eventually helping to develop the Campus Planning Office. The tradition of design excellence continues to this day with the hiring of leading practitioners in the region including Anne Mooney, AIA, in 2004 and Prescott Muir, FAIA, as Chair in 2009. Associate Professor Mooney is a principal architect of the award-winning practice Sparano + Mooney Architecture, which has offices in Los Angeles and Salt Lake City, and is the 2014 AIA Western Region Young Architect of the Year. Professor Muir, a Fellow of the AIA, is a principal of Prescott Muir Architects, with offices in Salt Lake City and Beverly Hills. He has received fifteen state and regional AIA design awards. The current Dean, Dr. Keith Diaz Moore, AIA, is continuing to promote design excellence in architectural practice with the commencement of a Dean's Distinguished Lecturer Series in fall 2015, with Billie Tsien, FAIA, partner at Tod Williams Billie Tsien Architects, giving the inaugural lecture.

Community Engagement
In 1963 Robert Bliss became the head of the Department. Under Bliss' direction, the architecture program became an independent professional school in 1974, offering a Master of Architecture rather than a Bachelor of Architecture degree. In the meantime, the Department collaborated with AIA Utah to start a non-profit community design center, ASSIST Inc, in 1969. ASSIST serves neighborhoods and individuals who would not otherwise be able to afford the services of an architect. While ASSIST eventually broke off from the School, students continue to work with ASSIST and gain experience in planning and practical

construction processes. Today, as one of its SMART Goals, the College has begun a conversation regarding the long-term plan for ASSIST and the potential of reconnecting this important outreach effort back to the University. The College continues to be very active in community engagement and is recognized nationally as a leader in public interest design.

Technology and Innovation

In the 1960s, the Architecture Department formed an alliance with the Computer Sciences Department, where pioneering research was happening in computer graphics and art. In the early 1970s, the Graduate School of Architecture installed its first data processing unit, under the directorship of now Emeritus Professor Edward "Ted" Smith, FAIA, making the School one of the first in the country to begin experimenting with computer applications in architecture. Bliss also appointed now Emeritus Professor Antonio "Tony" Serrato-Combe to the faculty, where he worked with Smith and others on a variety of software development and graphic visualization projects. Serrato-Combe continued to push innovation in the digital field for both design and research until his retirement in 2015. The SoA then hired Associate Professor Rima Ajlouni, PhD, an expert in using digital technology as a multidisciplinary research tool. The School continues this emphasis on technology and innovation in collaborations with Plastik Banana, a local digital fabrication firm owned and operated by a graduate of the program, and with research partner Oldcastle Building Enclosure to develop research and teaching workshops in BIM. The College also is spearheading an effort, along with the Marriott Library and the Eccles School of Business, to explore campus-wide initiatives in the area of digital fabrication.

Student Empowerment

In 1986, Carl Inoway, AIA, was appointed Dean and served until 1992. Dean Inoway focused on expanding the School and creating multiple tracks, which allowed each student to develop a personal philosophy of professionalism and practice within the discipline of architecture, computer sciences in architecture, and historic preservation. In 1990, Dean Inoway initiated the pre-professional Bachelor of Science in Architectural Studies (BSAS) degree program and created a 4+2 professional degree sequence in addition to the existing 3+ professional master's degree for students with non-architecture undergraduate degrees. The SoA now offers a Bachelor of Science in Architectural Studies (BSAS) as the pre-professional degree, a Master of Architecture (M.Arch) as the accredited professional degree (with both 2-year and 3+ tracks), and a post-professional Master of Science in Architectural Studies (MSAS) degree. The MSAS program is directed by Professor Robert Young and has concentrations in historic preservation, architectural technology, and project delivery. Additionally, three dual degrees are offered – M.Arch/MSAS, M.Arch/MRED, and M.Arch/MBA.

William C. Miller, FAIA, was named Dean in 1992. Dean Miller's efforts focused on student development by creating a community of students and faculty and emphasizing the connection with the professional community. Miller also empowered students to design their own educational experiences by creating a fluid graduate curriculum structure, in which core competencies are taught in the early years of the program to support a more student-structured sequence in later years. Miller initiated the Firm-Sponsored Scholarship Program, which the current administration continues to develop today. The School has created an ongoing mentoring program with AIA Utah, and in 2014, Dean Diaz Moore crafted a Dean's Student Council (StuCo) with representation from all degree programs and all levels within the College, which formalized a continued commitment to the active role of students in CA+P governance.

Design-Build

Dean Miller also reestablished the SoA's service and design-build aspects begun with ASSIST through the development of the DesignBuildBLUFF (DBB) program. Miller, in partnership with local architect and alumnus Hank Louis, AIA, started the DBB program in 2000. It currently is led by Assistant Professor (Clinical) José Galarza, who was appointed in 2013. The program offers students an immersive hands-on opportunity to design and build a full-scale work of architecture in collaboration with the Navajo Nation in southeastern Utah, emphasizing sustainability and a respect for the unique social and cultural needs of its remote desert location. Over 235 students have taken part in the DBB program, which has completed 18 projects and received 11 national and 5 local design awards.

Sustainability and Urban Ecology
In 2002, the University selected Brenda Case Scheer, FAIA and FAICP, as its first woman Dean of Architecture. Dean Scheer, in her first two years, achieved the long sought goal of bringing the undergraduate urban planning program, which had previously been housed in the Geography Department, into the same academic unit as architecture. Thus the Graduate School of Architecture was renamed the College of Architecture + Planning (CA+P) in 2003. City & Metropolitan Planning (CMP) gained departmental status in 2007. CMP recently received a full seven-year accreditation of its professional master's degree, launched an innovative undergraduate degree in Urban Ecology, and developed a Ph.D. program. The connection with CMP has increased the variety of curriculum offerings for architecture students to include collaborative studios (e.g. ARCH 6030/6031 Urban Design), cross-listed courses (e.g. CMP 3101/ARCH 2615 People + Place I & II), and graduate certificates in Historic Preservation, Real Estate Development, and Urban Design. The CA+P currently is studying the feasibility of a Public Interest Design (PID) certificate, which will further strengthen our ties to CMP.

Three research centers also were established in the College during Dean Scheer's tenure, each further solidifying the CA+P's focus on innovative technology and sustainability. The Integrated Technology in Architecture Center (ITAC) conducts research with academic and industry partners, provides education in the form of teaching and workshops, and conducts outreach with university and community groups. Led by Director Ryan E. Smith, ITAC is focused on the research and development of sustainable building technologies, modern methods of construction, and collaboration and leadership methodologies in project delivery. ITAC has won numerous national awards from professional and academic organizations and has supported over 40 student research assistants. Two additional research centers associated with the College include the Metropolitan Research Center and the Ecological Planning Center. These research centers provide considerable potential for research, community involvement, and engagement in sustainable communities in Utah's unique and rapidly growing urban environment.

A Globalized Approach to History/Theory/Criticism
In 2009, the School of Architecture appointed Prescott Muir, FAIA, as its second Director (the position title later was changed to "Chair" to bring it in line with University nomenclature). Muir brought a close connection to the profession and a learned approach to design. He hired three new faculty members in the area of design, Assistant Professor Erin Carraher, AIA, Associate Professor (Clinical) Steven Tobler, AIA, and Professor (Clinical) Dan Hoffman, AIA. They are all equally committed to excellence in design and strengthening the SoA's culture of making. Muir also hired two exceptional history/theory/criticism (HTC) faculty members during his tenure as Chair. Assistant Professor Ole Fischer earned his PhD from the ETH in Switzerland, and Assistant Professor Shundana Yusaf received her PhD from Princeton University. These faculty not only have strengthened our HTC program, they also have introduced students to critical perspectives on globalization and the issues that face architects today. Part of this discourse takes place through the SoA's peer-reviewed journal *Dialectic: A Journal of the School of Architecture.* Established by Chair Muir, *Dialectic* brings together the most compelling voices in the discipline today on issues, values, methods, and debates important to the community of educators at the University of Utah. As editors of *Dialectic,* Fischer and Yusaf are committed to infusing studio culture with critical concerns and an academic rigor that is essential to every institution of higher education.

Current Vision of the College
In 2013 Associate Professor Keith Bartholomew, JD, was appointed Interim Dean of the College. Although the CA+P's primary task during this time was to appoint a new dean, Bartholomew also focused on the development of more transparent and coherent governing structures for both the College and the SoA. In 2014 Professor Keith Diaz Moore, PhD, AIA, was appointed Dean of the College of Architecture and Planning and continued the process of rewriting governance structures. Diaz Moore also led the faculty in a process of rearticulating the mission and vision for the college. The new mission states our belief that "the global dynamics of population growth and aging, environmental degradation and resource inequality challenge 21st century architects, designers and planners to think, work and make in new ways," and "challenges students, faculty, alumni and clients to seize upon these intrinsic resources to inform the creation of purposeful, aesthetically-elegant interventions that foster ecological, social and economic resilience, and further health and well-being for all, especially those for whom design makes the greatest difference." The mission states four commitments to guide our approach to these challenges:

1. *Responsibility:* A responsibility to past, present and future generations for the sustainability of our creative expressions that reallocate natural resources;
2. *Resilience:* A systemic understanding that polycultures and diversity nurture greater ecological and community resilience;
3. *Respect:* A respect for the health and culture of all places; and
4. *Response:* The demand to respond to the grand challenges of our time through innovative and collaborative modes of practice that demonstrate our commitment to excellence and quality. (http://www.cap.utah.edu/visiongoals)

Current Vision and Mission of the SoA

In 2015 Diaz Moore appointed Associate Professor Mira "Mimi" Locher, FAIA, as the new Chair of the SoA. Locher continues to uphold the seven Core Values of the University with a particular focus on community engagement and service. In addition, Associate Professor Lisa Henry Benham was appointed to the newly-defined Associate Chair role in 2015. In the past year Locher and Henry Benham have led a process to respond to the College's new vision by rearticulating the SoA's mission and core beliefs in relation to the many changes which have occurred in the College and in the profession since the previous document was developed. At the heart of the current School mission is the recognition that architectural practice is inherently value-laden and that therefore recognition of the values underlying our processes and products is essential in our research and teaching. The current mission states,

> The University of Utah School of Architecture is committed to the belief that architectural education must take as its object the production of thoughtful and humane architects capable of thinking as creatively about their representations of the world as they think about building technology and design. The School of Architecture approaches teaching and practice with a rigor that holds us, and others, accountable to high standards, without losing a sense of adventure, risk taking, and discovery. We are dedicated to mentoring young people to help them discover where their passions lie.

> Four core beliefs underpin the School of Architecture's approach:
> * Architects must take **Responsibility** for their work as a form of political discourse.
> * Architects must be focused on social, economic, and environmental **Resiliency**.
> * Architects must **Respect and Respond** to the communities in which they work.
> * Architects must be committed to **Design** excellence and ecology.
> (The full document is available online: http://soa.cap.utah.edu/vision-and-mission/)

> The School of Architecture is the leading regional center for promoting the value of architecture through an understanding of the vital role that thoughtful, well-designed built environments have in the physical and emotional well-being of individuals and communities. We support creativity and innovation in architecture and design through critical understanding, collaborative research, and social and ecological responsibility. As architects and designers, students and teachers, we are dedicated to confronting the imperative issues of our time – including air quality, water accessibility, public health, and social equity – and to doing the greatest possible good for society and the world through our work.

Benefits of the School of Architecture to the University

The SoA contributes to the University of Utah in all four dimensions of the University mission. The School is considered a leading performer in terms of community engagement, through programs such as the award-winning DesignBuildBLUFF, recent work with the Utah Tibetan Association, worker-housing studies for Park City, and the Project: ARCHITECTURE initiative (which has won four national and three local awards for community engagement and/or design). The SoA maintains strong ties to both University Neighborhood Partners, the primary outreach program of the University to Salt Lake City's west side, and the Bennion Community Service Center. SoA faculty often participate on building design review committees for the University, where they serve as strong advocates for high quality, sustainable architecture. The level of teaching excellence in the SoA has been recognized in many ways. Two faculty are primary drivers of teaching innovation on campus: Professor Martha Bradley as Dean of Undergraduate Studies and Professor Patrick "Pat" Tripeny as Director of the Center for Teaching and Learning Excellence. Three architecture faculty have won university teaching awards since the last

accreditation visit in 2013. Faculty scholarship is recognized as comparing favorably to peer institutions in the Pac-12, especially in regard to book publications. The CA+P also is viewed as one of the most interdisciplinary colleges on campus, having academic relationships with Business, Engineering, Fine Arts, Health, Humanities, Medicine, Science, Social and Behavior Science, and Social Work. The CA+P also is spearheading campus wide discussions regarding a new Digital Fabrication Lab in the Marriott Library and initiatives in both healthy communities and ecological design.

I.1.2 Learning Culture

The SoA, not unlike the University as a whole, has a student demographic of slightly older students compared to architecture programs nationally, many of whom are married with children and employed part or full time. Thus student behavior issues are centered on helping students manage the myriad demands associated with their school and external obligations. The design studio sets the tone for the culture of the School, and the studio culture policy is critical in this process. It states:

> In the College of Architecture + Planning, we believe in the importance of the design studio as an essential point of engagement, convergence, and integration for the educational and personal experiences of our students. …The studio model is critical and central to the educational mission of the College, for it is intended to foster the exchange of ideas, the cultivation of critical thought, and the development of a variety of skills needed to prepare the next generation of design professionals for changing professional roles and responsibilities within the context of increasing cultural diversity and an expanding knowledge base. (The complete Studio Culture Policy can be found online at: http://soa.cap.utah.edu/students/student-policies/.)

The Studio Culture Policy is shared at student orientations. It can be found on the SoA website and in the online SoA Student Handbook and is disseminated via hard copy to all students at the beginning of every fall semester. Instructors discuss the policy with students, and encourage them to comment on it, which provides an annual mechanism for review and revision. Concerns and proposed changes are sent via student representatives to the Policy & Grievance Committee within the SoA, which is responsible for deliberating upon and proposing changes to the SoA faculty. To make the College faculty aware of any changes, revisions are submitted to the College Council for consent (most recently in March 2015).

Recognizing that learning does not happen only in the classroom, the School of Architecture strongly encourages participation in extra-curricular learning opportunities. During each academic year, a number of studio sections engage in field trips to locations such as New York, Los Angeles, and New Orleans, with field experience tied to the studio project. Field trips also occur in the support courses, such as to construction sites and manufacturing and fabrication plants (e.g. 3Form, Hansen Precast, SME Steel, Burton Lumber, and Fetzer Architectural Woodworking). The SOA offers numerous opportunities for students to learn abroad through academic programs in South America, Asia, and Europe, as well as domestically with our summer ChicagoLab partnership with Archeworks.

There are strong ties between the College and the local professional community including an active engagement between our School and AIA Utah through a formal mentorship program, connections with the Young Architects Forum, and involvement in the Women in Architecture organization by both faculty and students. Many of our students are active in University sustainability efforts such as the Sustainability Resource Center. In 2015-2016, the College will be the second pilot program for the University to encourage sustainable behavior change led by our "Squadre Verde" (Green Team) of faculty, staff, and student volunteers.

I.1.3 Social Equity

The University of Utah recognizes that diverse faculty, student, and staff populations benefit and enrich the educational experiences of the entire campus and greater community. The University is committed to removing barriers that historically have been encountered by individuals from underrepresented groups; strives to recruit students, faculty, and staff who will further enrich our campus diversity; and makes every attempt to support their academic, professional, and personal success while they are here. The University Office for Equity and Diversity offers a number of resources to support the recruiting, hiring, and retention of diverse students, faculty, and staff including resource centers, special programs, scholarships and

scholarship information, faculty recruitment information, community connections, and substantial financial support to departments making diversity hires. Collectively their programs annually serve over 3,000 students who self-identify as LGBT and/or historically underrepresented students of color as well as the University faculty, which comprises 13% faculty of color and 45% women. The Office of Academic Affairs has a specific policy that addresses this subject, "Strategies to Increase Faculty Diversity," which can be found at: http://academic-affairs.utah.edu/about/svpaa-guidelines/. The College very successfully leveraged this initiative in 2014-2015 to hire two CMP faculty, one SoA faculty, and our first post-doc researcher in the history of the CA+P.

The School of Architecture is a leader in faculty diversity in the University. As of 2015, there are 8 female faculty members out of 16 tenured or tenure track faculty, representing 50%. 4 of the 8 female faculty are licensed architects, a 50% figure that exceeds the 20% of licensed women architects nationally and compares very favorably with 40% of women enrolled in IDP nationally. Currently 60% of the faculty are from underrepresented populations. This demonstrates improvement from the 2013 APR that indicated 43% female and 19% minority faculty members. This improvement can be attributed to substantial efforts in recruiting of new faculty hires in the face of several retirements. The faculty includes not only multiple ethnicities but also diversity in sexual orientation, gender, age, religion, and national origin.

The School shares the diversity aspirations and policies of the University of Utah. In 2011, women comprised 27% of the pre-professional program, which decreased to 19% in 2014. In the graduate program in 2011, women students comprised 33% and this percentage increased slightly to 38% in 2014. Increases toward gender parity at the graduate level have been fairly steady, however they are not yet reflective of the University of Utah average, where 44% of the students in professional graduate programs are women. Utah has a relatively low pool of minority students from which to draw. However, the University of Utah has been successful at recruiting these students, particularly Hispanic students, through a variety of efforts. In 2011, all minority groups at the University Utah comprised 13%; this number has remained consistent in 2014. In the architecture undergraduate major (including pre-major and pre-professional programs), minority students in 2011 comprised 19%, but decreased to 3% in 2014. Minority students in the graduate program were only 8% of the total in 2011, increasing to 12% in 2014 which brings the School closer to meeting the university average.

The SoA's goal is to increase the number of women and minority students to reflect or surpass the university averages. To achieve this goal, the CA+P and SoA have developed a number of new initiatives, including a comprehensive regional recruitment plan (see section 1.I.1.5). In addition, the SoA has a number of tools to recruit and retain a diverse student body. One example that connects with University programs is the new architecture Learning, Engagement, Achievement, and Progress (LEAP) program, developed by Associate Professor Locher. A year-long learning community, LEAP encourages and facilitates learning about crucial contemporary issues amongst a cohort of students, largely from underrepresented communities. Statistics from other LEAP programs within the University show that LEAP students are significantly more likely than non-LEAP students to return for their sophomore year, to graduate on time, and to be satisfied that their university experience has broadened their knowledge and understanding of others. The Architecture LEAP (ARCH 1610/1611) is a unique two-semester program in the School of Architecture that fosters an engaging cohort learning environment with a focus on women and other underrepresented communities. These smaller classes provide a holistic understanding of the roles of architects in society by integrating the historical study of the built environment and two- and three-dimensional design exercises with a community engagement component. The Architecture LEAP program also gives underrepresented students access to additional scholarship, leadership, and employment opportunities.

Longer term SoA initiatives include strategic community partnerships such as Project: ARCHITECTURE, a partnership between the Girl Scouts of Utah (GSU) and the SoA to raise awareness of careers in the built environment for women. The inaugural project for this partnership was the design and construction of three cabins for the GSU's Trefoil Ranch Camp near Provo, Utah. As part of the design project, Assistant Professor Erin Carraher and Associate Professor Jörg Rügemer hosted a year-long series of outreach events to expose scouts directly to women practitioners, to provide female student mentors in design-related programs, and to offer opportunities to visit architecture firms and construction sites while engaging scouts and students in the design and construction of the cabins themselves.

Finally, the SoA conducts classes focused upon teaching the ability to empathize and understand alternative communities and audiences. These include the required undergraduate classes ARCH 4850 Human Dimensions: Gender, Race, and Queer Theory in Architecture and the CMP 3101/ARCH 2615 Honors People and Place I & II alternative prerequisite sequence. Graduate level courses include those related to DesignBuildBLUFF, which builds low energy houses on the Navajo Indian Reservation, local community engagement studios, and travel-based engagement studios to New Orleans and Haiti that reach out to underserved communities and contribute to thoughtful reflection on cultural differences.

I.1.4 Defining Perspectives

The ideas, values, and practices encompassed within the NAAB's five Defining Perspectives are integral to the program of study at the School of Architecture. The SoA's Core Beliefs and the CA+P's Four Commitments (outlined in section 1.I.1.1) underscore our firmly held belief in and our dedication to providing our students with deep knowledge and real opportunities for collaboration and leadership, skills needed for excellence in design, opportunities for professional development, proficiencies in the stewardship of the built environment, and a commitment to community and social responsibility. The vision statement developed by the SoA Curriculum Committee in fall 2013 (see I.1.6.B) emphasizes the principles of leadership, collaborative processes, community and professional engagement, and sustainability within the context of critical thinking and making. This statement reflects the faculty's ethical stance on architectural education and practice and informs the School's decisions on curricular issues and course content.

A. Collaboration and Leadership
The SoA strongly values collaborative learning and working and strives to inculcate students with leadership skills and provide them with multiple opportunities to participate in and to lead collaborative teams. Our mission states: "An Architect should be a dedicated team player who seeks to elevate everyone in the community through collaboration." We broadly define community to include the SoA community of students, faculty, and staff; the CA+P and UofU communities; the professional community; and the local and regional communities in which we live and work.

To this end, opportunities for collaboration and leadership are numerous, including those within both required and elective coursework, as well as various co-curricular activities. Faculty also act as role models in this regard, working in collaborative professional practices and holding leadership positions within the academic and professional communities. For example, Assistant Professor Erin Carraher and Associate Professor Ryan Smith are nationally recognized for the design of Leadership in Collaborative Architecture Practice (LCAP), an AIA continuing education course that supports architects in project delivery and integrated practice. A related book is due to be released by Wiley in 2016 and will serve as a resource for academics and practitioners on the subject. Many faculty members also serve in leadership roles for the AIA, Utah Heritage Foundation, Utah Arts Council, Women in Architecture, and other related organizations. The experience and knowledge gained by the faculty members informs course content and curriculum development and leads to opportunities for student engagement.

As emerging professionals who must be able to work successfully across diverse disciplines with a variety of stakeholders, students learn in their coursework various ways to serve clients and the public, to engage allied disciplines and professional colleagues, and to utilize a range of collaborative skills. The year-long required Professional Practice sequence (ARCH 6700/6701) is taught by practicing architects and related professionals and provides students with an overview of leadership, collaboration, and ethical issues in professional and business practices. The students engage in leadership skill development with case study analysis and problem-solving that requires collaboration and consensus building. In spring 2015, the SoA piloted a program in which each student in Professional Practice participated in a professional internship at a local firm. While the internships proved quite successful for this unusually small class, the typical number of students in the course prove too many for the local firms to accommodate. Alternative means to provide a similar professional experience currently are under consideration. In addition, ARCH 4850 The Human Dimension includes a survey of alternative forms of practice through a series of case studies focused on community service and engagement.

Design studios at all levels include exercises in collaborative research and design, providing opportunities for students to explore various leadership roles within their teams. Starting from a design-build project in the pre-major ARCH 2632 Advanced Design Workshop, collaborative working methods are well established in our curriculum. In the pre-professional program, 50% of the projects in the junior ("Major 1") fall studio are collaborative, and most engage a client or community in the design process. Design-build and community engagement components of studios (such as ARCH 6018 DesignBuildBLUFF Studio and ARCH 6016 Grad 1 Community Engagement Studio) are especially useful in giving students direct experience in collaborative teamwork and varied leadership positions. In ARCH 3371/6371 Materials and Construction, students visit fabricators and manufacturers in the Salt Lake Valley to understand emerging issues relevant to these companies and how to leverage these issues as design team leaders. They then use this knowledge in full-scale group projects that give students hands-on experience in the means and methods of building assembly construction.

Elective courses and graduate certificate programs – such as those in Historic Preservation, Real Estate Development, and Urban Design – allow students to expand their professional knowledge and skills beyond the scope of the discipline and better understand the collaborative nature of architectural practice. In ARCH 6031 Urban Design Studio 1, for example, architecture students research and design collaboratively with urban planning students. ARCH 6581 Main Street Revitalization is structured as an assignment for a consultant, with small groups researching a given study area, assessing the current situation, testing concepts with key decision and market makers, and assessing the public's desires and preferences to develop a final report that can guide future decision-makers and the public.

The SoA and CA+P offer students many opportunities to collaborate on important initiatives and take leadership roles on significant issues outside of the classroom. Students collaborate with faculty on research projects in the Integrated Technology in Architecture Center (ITAC); take leadership roles in the College by participating in governance committees such as the SoA Student Advisory Committee (SAC), the SoA Academic Culture and Outreach Committee, and the Dean's Student Council; and collaborate with professionals outside of the College through activities of the AIAS, the award-winning AIA Utah Young Architects Forum, and the Utah Center for Architecture's Educating Elementary Children Through Architecture (EECTA) program. Collaborative design activities with organizations such as the Girl Scouts, Project Youth, and Latinos in Action, as well as summer discovery programs run by the SoA provide students with opportunities to lead through teaching architecture to youth.

At the end of each semester, the faculty of the SoA review the outcomes of all courses. As part of this review, opportunities for student collaboration and leadership within the curriculum are assessed and discussed. This awareness among the faculty of each course's content and learning objectives and the possible integration between courses has sparked long-term plans, such as integrating professional internships within the Professional Practice curriculum and creating a focus on public interest design.

B. Design

Design excellence has been a central value of the SoA since its founding and is one of the SoA core beliefs (see section I.1.1) that underlie the development of the curriculum, coursework, and co-curricular opportunities we offer our students. Our Mission describes our ideas about design: "Effective architects should know how to combine theoretical concerns with practical knowledge of making things and buildings. The SoA teaches a process driven approach to architecture. It begins with research and discovery, moves to development and illustration of the conceptual grounding for a project, and ends with a clearly articulated building, product, or experience." In addition, our Studio Culture Policy supports our belief that design can and should provide value at multiple scales and for multiple audiences.

Design studios form the core for learning about the design process for problem resolution and the creation of new knowledge. Each level of studio has a dedicated coordinator who carefully guides the development of projects that work within the objectives of the larger curricular structure. These projects are intended to build in scale and complexity as students move through the program; introduce a range of program types, sites, and clients; as well as reinforce important themes at multiple levels. They are assessed by the full faculty at the end of each semester (as noted above). Non-studio courses provide essential skills in critical thinking, research, writing, technical expertise, etc., which support and enhance the design process. The new "immersive experiences" planned for spring 2016 are the result of the

faculty's desire to provide all graduate students with an integrated multi-course experience focused on a single main issue or theme. For students in their second semester of the first year of the graduate program ("Grad 1"), graduate architecture and urban design studios are paired with a history/theory/criticism course and, in most cases, a technology course to explore a focused topic through multiple perspectives by utilizing varied methods, skills, and cognitive processes and strategies to achieve a series of complementary results. The goal is to fully engage students in a multidimensional, broadly ranging process of research and design to identify, frame, and find solutions for problems that are timely and regionally important. Spring 2016 sites of inquiry are the Navajo Reservation in southeastern Utah for the DesignBuildBluff immersive experience, a former ghost town turned writers' retreat in rural Montana (in collaboration with the College of Humanities) for the community engagement immersive experience, and a rapidly changing urban neighborhood in Salt Lake City for the urban design immersive experience. Each experience is place-based and community engaged, serving to reinforce these key principles within the curriculum.

Architecture is inextricably linked with the place it is built. This is an especially important relationship in the Intermountain West, where the remarkable beauty and complexity of the natural and manmade environments have an unavoidable impact on the architecture. Required and elective course travel components allow students to experience firsthand well-designed buildings and environments and to visit with influential architects (see 1.I.1.2). For example, in fall 2014, the Grad 2 students traveled to New York, where they visited several important buildings, attended office tours of major national firms, and met with leading practitioners. Their Final Studio project in spring 2015 was based at a site that is part of the Ground Zero reconstruction and built on the information and experience they gathered in the fall visit. ARCH 6370 Materials and Construction in Japan focuses on how material and construction assembly choices support design ideas, with field research of important buildings and interviews with leading architects taking place in Japan during a ten-day trip over fall break.

Co-curricular activities that support a broad understanding of design include the SoA lecture series, the highlight of which is the endowed Brixen Lecture given annually by a leading international architect. The AIAS organizes hard-hat tours of construction sites with the project architects and also sponsors a brown-bag lecture series, bringing in local leaders in design thinking and practice for informal lunchtime talks.

Design remains central to the mission and values of the SoA and therefore also to the curriculum and long-range planning. At the SoA's end-of-the-semester reviews of course work, faculty consider how students are being providing with an understanding of design in all its complexity and with opportunities to explore the varied processes and products of design.

C. Professional Opportunity

As the only NAAB accredited architecture program in the state of Utah, it is imperative that our graduates are prepared to be active and upstanding members of the professional community. University of Utah graduates consistently have one of the highest ARE pass rates in the U.S., and we have an excellent record of placing students in jobs: 97% of CA+P spring 2015 graduates had jobs at graduation. While we encourage students to look beyond the traditional office setting and explore creative alternatives – and we have graduates who serve as role models, working as civic leaders, community organizers, and program managers, we also provide a clear path to internship, licensure, and employment in a traditional setting.

The Architecture Licensing Advisor, Professor Prescott Muir, conducts an IDP workshop for all students every fall in which he outlines the Intern Development Program and discusses the benefits of licensure, the internship and licensing process, how to navigate the NCARB website, reciprocity, and alternative practices. At that time, as an incentive for students to start the NCARB registration process, the Utah State Architectural Licensing Board waives the first $100 of the registration fee and defers the balance until after graduation.

Within required coursework, ARCH 6700/6701 Professional Practice I & II prepare students to work in the traditional office through exercises in setting up mock offices and dealing with typical office and client situations, as well as developing students' understanding of the roles of the developer, owner's representative, and other key stakeholders that architects often engage with during the course of a project. The internship included as part of the spring 2015 Professional Practice sequence provided an

especially in-depth professional experience. Students recorded and shared their experiences, allowing a broad understanding of local professional practice. The elective ARCH 6054 Contract Documents course taught by Visiting Associate Professor Michael Vela, AIA, a principal and office director at HKS in Salt Lake City, takes place at his office, giving students a front-row view into a typical office setting.

In addition to the licensed architects and engineers who are tenured or tenure-track faculty members, a great number of our adjunct faculty are licensed practicing architects and engineers. These faculty members are a vital resource to our students, providing mentoring and often hiring or recommending students for employment in their firms. Other practitioners share their expertise with students by participating on design reviews. Starting from fall 2015, one of the ARCH 6015 Graduate Semester Studios annually will be taught by a principal of a local firm, giving the students yet another opportunity to learn about the local design culture. The 2015 studio is being led by Peggy McDonough, AIA, President of MHTN Architects.

Co-curricular activities related to professional opportunities include the Chicago Lab, a for-credit academic internship experience organized through Archeworks, an alternative multi-disciplinary design school based in Chicago. Students are placed within high caliber architecture firms in Chicago and complete research and design projects while observing and participating in firm activities. Additionally, the SoA AIAS chapter runs a very popular mentoring program, which pairs students with local practitioners (including a number of firm principals) who advise students on their process toward licensure. Two other annual activities that give students the opportunity to meet and get to know local practitioners are the Scholarship Luncheon and the Spring Firm Fair.

D. Stewardship of the Environment

Understanding and taking responsibility for the natural environment and natural resources is critical in the Intermountain West and of utmost importance to the program of study at the SoA. Stewardship of the environment is a significant element in the University of Utah's strategic vision, the CA+P's four commitments, and the SoA's core beliefs (see I.1.1). Our mission states: "Architects can only become relevant to the burning problems of the burning planet if they learn the power of context and the potency of local methods in relation to social, economic, and environmental sustainability. A systems thinking approach to place will enable new perspectives, resilience, and opportunities to emerge."

In 2014, the SoA Curriculum Committee holistically explored ways the School teaches sustainability across its course offerings and developed a series of teaching modules intended to lead to a more comprehensive and coordinated understanding of sustainable design for our graduates. These teaching modules are designed to be integrated into studios at all levels, both undergraduate and graduate.

Even before students enter the undergraduate major, the SoA offers courses that stress sustainable design practices and environmental stewardship. ARCH 2611 Sustainability in the Built Environment provides an overview of sustainable design practices. Required courses such as ARCH 3371/6371 Materials and Construction, ARCH 4112/6112 Site Planning, and ARCH 4350/6350 Environmental Controls ensure all students are knowledgeable about stewardship of the environment and natural resources. In ARCH 3371/6371 students perform lifecycle environmental impact assessments for embodied energy and carbon; discuss costs and impacts to air quality; and learn the basics of thermal mass and energy transfer. The goal of ARCH 4112/6112 Site Planning is the understanding of how sites and site planning affect the sustainability of places and what constitutes sustainable design for sites. The ARCH 4350/6350 Environmental Controls course explores stewardship of the built environment and how decisions affecting the built environment benefit or detract from sustainable design. Students also learn about the ecological consequences of human activities throughout history in ARCH 3210/6210 and ARCH 3211/6211 Survey of World Architecture I and II.

Elective courses such as ARCH 6352 Sustainable and Passive Energy Design (a seminar linked to one section of ARCH 6015 Graduate Studio), ARCH 6353 Building Performance Analysis, and ARCH 6500 Preservation Theory and Practice provide students with a wide-ranging understanding of pertinent issues. Students in ARCH 6352 acquire a comprehensive understanding of sustainable strategies and systems in architecture with emphases on sustainable architectural design and construction theory and practice and aspects of sustainable urban development. The content of ARCH 6353 includes architectural forensics,

building inspection and assessment methods, and evaluation techniques for building performance. In ARCH 6500 students utilize the lens of stewardship of the built environment to understand why the preservation and reuse of existing buildings is a significant sustainability strategy.

The SoA and CA+P have strong connections across campus that provide opportunities for students to be involved in timely and pertinent issues surrounding stewardship of the environment. The Director of the University's Office of Sustainability, Myron Willson, AIA, is an Adjunct Assistant Professor in the SoA. The Office of Sustainability offers grants, activities such as lectures and symposia, and sponsors competitions in which our students often are involved. The CA+P is the second college on the UofU campus to participate in a college-wide effort to reduce energy use through behavioral sustainability, which commenced in fall 2015. To ensure success, the advisory Squadre Verde (Green Team), consisting of students, faculty, staff, and administrators from the CA+P, representatives from the University Facilities Management Office, and local firm Architectural Nexus, will help develop, educate about, and deploy building use practices that reduce energy consumption.

As the natural environment of the Salt Lake Valley, and the Intermountain West, and the interconnected global community continues to experience degradation, environmental stewardship, appropriate natural resources use and management, and sustainable design practices will remain vital to the curriculum and activities of the SoA.

E. Community and Social Responsibility

Engaged citizenship through socially responsible practices and community engagement are an integral part of the UofU's mission and strategic vision, are fundamental to the CA+P's four commitments, have been a core value of the SoA since the 1960s, and are central to the current SoA core beliefs (see 1.I.1.1). Our mission statement on responsibility is: "Architects are important civic actors because whether they know it or not, their work is a form of political discourse. Their work should provide an empathetic response to all of their audiences, especially those culturally, socially, economically, physically, and mentally vulnerable. Only then can they foster community and environmental health." Community engagement and social responsibility are at the heart of what we do and teach at the SoA.

From courses that meet prerequisite requirements for admission into the architecture major to courses within the undergraduate major and the graduate architecture degree program, social responsibility is taught through community engagement activities throughout our curriculum. Pre-professional degree courses such as CMP 3100/ARCH 2615 People & Place I & II, ARCH 1610/1611 Architecture LEAP I & II, and ARCH 3010 Major 1 Fall Studio include readings and discussions of social responsibility and student-led community engagement activities. The required ARCH 4850 The Human Dimension: Gender and Race Theories in Architecture course teaches about architects' ethical responsible to support diverse social and physical communities. The ARCH 6016 Grad 1 Community Engagement Studio addresses the needs of an actual local community client and involves student-led activities with various related community groups. The spring 2015 Community Engagement Studio worked with the Utah Tibetan Association to design a warehouse renovation for their headquarters and with the Hartland Partnership Center to design their proposed live-learn facilities. In ARCH 6018 DesignBuildBLUFF Design Studio, students work directly with the Navajo community in southeastern Utah to design and construct a building for a family or the greater community. Related graduate elective courses include ARCH 6770 Architectural Service Internship, which allows students to receive credit for a faculty-directed academic internship at a non-profit or governmental organization, and ARCH 6816 Public Interest Design Build, in which students consider ways to work in the service of a larger social agenda not present in current pedagogical and professional models.

Through their coursework or as co-curricular activities, students have multiple opportunities to work with local communities to teach about architecture and the value of a well-designed physical environment. Project Youth, sponsored by the UofU Bennion Service Center, brings underserved middle schoolers to the University for workshops and activities. SoA students design and lead educational activities for these youth and also create and run workshops for high schoolers as part of the UofU-hosted annual Latinos in Action Conference. Graduate students also have the opportunity to intern at ASSIST Inc, a non-profit community design center originally affiliated with the School (as noted in section 1.I.1.1). ASSIST

provides services to neighborhoods and individuals who would not otherwise be able to afford the cost of architectural services.

Because of our long-standing expertise in and deep commitment to community engaged learning and design processes in general and the DesignBuildBLUFF program in particular, the SoA is poised to be a national leader in civically engaged architectural design. We currently are working toward establishing a graduate certificate in Public Interest Design (PID). Related to this effort are conversations with the leadership of ASSIST Inc to reconnect the non-profit to the School of Architecture to support both academic and professional activities for faculty and students.

I.1.5 Long Range Planning

The long range planning process of the SoA is a multi-pronged course of action involving students, faculty, staff, and administrators. In addition to working within the mission and strategic goals of the University (see 1.I.1.1) and meeting the expectations of the University regarding external accreditation by the Northwest Commission on Colleges and Universities (NWCCU), the planning process of the SoA is integrally connected to the CA+P's long range plan.

One requirement of the University is to provide Expected Learning Outcomes (ELOs) and Outcomes Assessments (OAs) for all programs of academic study as well as individual courses. These student learning objectives are noted in the UofU course catalog (http://learningoutcomes.utah.edu/degree/7). Along with the course-specific learning objectives, they were updated as part of the University's ongoing external accreditation process by the Northwest Commission on Colleges and Universities (NWCCU). These assessment mechanisms were reviewed and discussed at a faculty meeting in spring 2014. Based on this discussion, the Chair updated the M.Arch program ELOs and completed the University's OA survey, and faculty members individually updated the ELOs for their courses. The data and information sources used to inform the development of the ELOs include year-end individual student exit surveys conducted by the Chair, online evaluations of all courses (administered by the University), surveys completed by jurors for the final studios, and the end of semester all-faculty reviews of student work. Additionally, in February and March 2013, then SoA Associate Chair Mimi Locher conducted four discussions – one each with members of the professional community, students, faculty, and adjunct faculty – to define the "ideal Utah architectural graduate." The results of these discussions informed the development of the ELOs.

The SoA's long range planning is guided by a departmental review conducted every six years by the University Graduate School's Graduate Council. This review includes a self-report, external and internal peer review, senior university administrative review, and final approval by the Graduate Council and Faculty Senate. The most recent Graduate Council review of the SoA was completed in the spring of 2012 (see section 1.I.1.6.A).

A college-wide retreat in January 2015 identified numerous important long-term initiatives that the College Leadership Team (consisting of the Dean, Associate Deans, and Chairs) then refined into 25 SMART goals (http://www.cap.utah.edu/college-goals/). The SMART goals are an important part of the University's institutional planning and budget processes and form the foundation for the SoA's long range plan. NAAB's five Defining Perspectives provide a framework by which the School and College can judge the value of the goals identified as being of primary importance. During summer 2015, the SoA Chair and Associate Chair revised the School's long range plan and short term goals based on the CA+P SMART goals and end-of-semester all-faculty reviews of course content and student work products. The plan and goals were presented to the SoA faculty for review and revision at the School's fall 2015 start of the semester retreat. The revised long range planning document can be accessed here: https://uofu.box.com/s/1j4jof6jykff1j7xk979jnvyjufs09zr (see APR 1-SoA Long Range Planning). Many of these goals are directly related to the Defining Perspectives, including the following, which were identified as primary for the 2015-16 academic year.

SMART Goals 2, 3, and 6: 2) Increase the number of students receiving assistantships, internships, and other compensated professional experiences by 50 percent by AY2018; 3) Raise the average ACT of admitted undergraduate students to 24.5 or higher by 2017 and 25.0 by 2019; and 6) Increase external support (gifts, grants, contracts) to over $2 million annually by AY2018 and tie into the SoA's plan for the

recruitment and retention of students, especially women and other minorities, which is a key component of the College's long range planning efforts. The CA+P and SoA have developed a number of new initiatives, including a comprehensive regional recruitment plan (see APR 1-CA+P Recruitment Plans 2014-2016 at: https://uofu.box.com/s/1j4jof6jykff1j7xk979jnvyjufs09zr), which includes visiting regional universities and community colleges to meet with prospective students and to update and expand articulation agreements as well as studying the potential results of changing the prerequisite mathematics class to trigonometry from calculus, which has been identified as a current barrier to entry for many students. To improve efforts to recruit and retain students within the University, the SoA Curriculum Committee has been asked to study the feasibility of developing two new programs for undergraduates, a BLOCK U Program (http://blocku.utah.edu/) and an architecture minor. The SoA also developed matching funds for a University-led effort to increase graduate assistantships. A total of $30,000 in new GA funding is available for the 2015-16 academic year and primarily will be used to recruit top students in spring 2016. Scholarships funded by local firms are an important part of our recruitment and retention plan, and the Dean and Chair continue to work with the local professional community to increase this support. Student professional development and opportunity, one of the Defining Perspectives, is integral to retention. To that end, the CA+P is a series sponsor of the AIA Utah Young Architects' Forum "Meet the Masters" series, which connects students and emerging professionals with practitioners they have identified as "masters" in their field to discuss their professional experience. Additionally, the College is supporting the SoA's membership as a Collegiate Associate of the AIAS, enhancing the ability of our AIAS chapter to leverage their resources for professional development activities.

SMART Goal 4: Implement a meaningful set of interdisciplinary learning experiences for our students by fall 2016. The first week of the fall 2015 semester featured an all-College vertical charrette. Faculty-led teams of undergraduate and graduate architecture, design, urban ecology, and urban planning students addressed the theme of "Water and 'The Sacred,'" which was chosen to connect to the October 2015 meeting of the Parliament of the World's Religions in Salt Lake City, where the winning designs will be displayed. Teams designed sacred spaces celebrating the historic fresh water spring at Salt Lake City's Artesian Well Park. The SoA Leadership Team also is working with the CMP and MDD programs to develop a series of collaborative nested studio experiences in which a planning studio may present their work on a community plan to serve as the foundation for an architecture studio, and architecture students may present their work to design students to inspire a product design. Students will collaborate at the beginning of each semester to understand their relationship to their allied fields. In addition the SoA Curriculum Committee will work toward the development of an interdisciplinary PhD program. These activities connect to the NAAB perspectives of Collaboration and Leadership, Design, Stewardship of the Built Environment, and Community and Social Responsibility.

SMART Goal 5: By Spring 2016, have a plan for building upon and advancing the core mission of Design-Build BLUFF (DBB) to provide design-build service learning involving students and communities in need. The SoA's goal is to be a national leader in community engagement and public interest design (PID). This relates directly to NAAB's perspectives of Collaboration and Leadership, Stewardship of the Environment, and Community and Social Responsibility. To this end, DBB Director José Galarza has been working closely with the Chair and Dean to further develop the program's connections at the University and in the Navajo Nation and to explore an expanded role for its headquarters in Bluff, UT. In addition, SoA Associate Professor Ryan Smith was named the inaugural CA+P Associate Dean of Research and Community Engagement in 2015. In this role, he guides efforts to increase the impact of CA+P and SoA initiatives in the community and discipline. To assist faculty in developing new opportunities for serving communities in the Salt Lake area, Smith developed guidelines and a policy for community engagement, including a list of resources offered by University Neighborhood Partners.

SMART Goal 8: By AY 2017, create a program for learning spaces within our existing building that fosters the ability to collaboratively engage in new modes of learning, thinking and making. The CA+P is exploring the use of smaller desks, prototyped and tested in spring 2015 by the Multi-Disciplinary Design program. This will free space in the studios that can be used as collaborative working areas, allowing NAAB's perspectives of Design and Collaboration and Leadership to be embodied in the SoA's spaces as well as our teaching practices.

In addition to the efforts noted above, SoA long range planning includes continuous curriculum review and revision through regular School and College curriculum committees, sub committees, and ad-hoc task force groups as well as regular adjustments to committee structures and goals to align these efforts with SoA, CA+P, and UofU objectives and aspirations.

I.1.6   Assessment

Regular formal assessment of the academic programs, courses, and teaching in the SoA are conducted at the university, college, and departmental levels and utilize a variety of methods and approaches to gain as many different types of information and feedback as possible. Because of the SoA's relative small size and the close relationship between faculty and students, the faculty is able to take the ideas generated through assessment and other means such as strategic plans and surveys, immediately evaluate them, and provide an expeditious response. This process has been refined significantly and formalized since the previous accreditation review in 2013.

I.1.6.A Program Self-Assessment

Institutional Program Assessment
The University is accredited by the Northwest Commission on Colleges and Universities, which conducts its own external assessment. As part of this accreditation process, the University requires degree programs to provide Expected Learning Outcomes (ELOs) and Outcomes Assessments (OAs). These learning outcomes and descriptions of how they are assessed are discussed with faculty, and a document is prepared by the Chair, along with descriptions of individual course learning outcomes by faculty.

The University Graduate School's Graduate Council conducts a review of each department every six years. The Graduate Council review includes the department's self-report document and both external and internal reviews comprised of interviews of various parties within the department, as well as final assessment by the Dean of the Graduate School and Senior Academic Vice President. The SoA completed its most recent review in 2012, prior to our 2013 NAAB accreditation visit. The results of the Graduate School review (http://soa.cap.utah.edu/reports/), especially the recommendations, inform the goals and activities of the SoA.

College-level Program Assessment
The CA+P maintains a close relationship with the professional community, representatives of which serve on the College Advisory Committee and provide professional feedback to the College. The CA+P also has an Alumni Board (currently being restructured by Dean Diaz Moore), which provides feedback regarding the academic programs and organizes and sponsors events for students. The College periodically conducts an alumni survey that queries SoA alumni about the success of the program in preparing them for professional life and alternative careers. The results of these surveys help inform the development of the program.

The Chair meets monthly with the Dean and serves as a member of the College Leadership Team and the CA+P Executive Committee to share ideas about program and curricular revision along with feedback from faculty, students, and outside observers. Twice each semester, the entire CA+P faculty, staff, and administration sit as a College Council to review and approve new programs and major curricular changes. This affords interdisciplinary exchange and raises the potential for collaboration through awareness of ongoing initiatives.

The Chair and Dean also meet regularly (at least once per month) to review progress toward addressing deficiencies and causes of concern identified at the last NAAB accreditation visit. At the end of each semester, the faculty reviews course content and work products relative to whether or not designated SPCs are being met in each course, and determines changes needed to better address program or course weaknesses. The outcomes of the resulting discussions are recorded, further discussed at faculty retreats, and then taken on by the appropriate committee. Specific ways in which these deficiencies from the previous NAAB visit have been addressed are noted in Section 2, Progress since the Last Visit.

Departmental Program Assessment
The SoA evaluates the efficacy and outcomes of the M.Arch degree program utilizing several different forms of assessment. The SoA strategic plan, mission, and core beliefs; the university- and college-level

evaluations noted above and in section 1.I.1.5; the Graduate Council review; the CA+P mission and SMART goals; and the 2013 NAAB VTR provide a comprehensive framework for continually clarifying the program's direction, evaluating the outcomes from various perspectives, and proposing revisions.

The departmental assessment occurs at multiple levels. All-faculty reviews of SoA course content and student work take place at the end of each semester and are an important component of our assessment process. Faculty are able to see firsthand where strengths and weaknesses lie within the academic program and immediately identify and discuss potential solutions. An anonymous online survey of undergraduate and graduate students at the end of the academic year asks about learning and achievement opportunities related to SPCs and the SoA mission and core beliefs. The summary and complete survey are available at: (https://uofu.box.com/s/1j4jof6jykff1j7xk979jnvyjufs09zr, see APR 1-SoA Spring 2015 Student Survey). All students graduating from the M.Arch program are interviewed individually by the Chair just prior to graduation, with the goal of understanding their perspectives of their academic and professional preparation. Individual faculty members also conduct exit interviews with students and bring relevant information to faculty discussions. Periodic alumni surveys provide additional information regarding preparation for professional work and life within the architectural community.

The students and their work are assessed with less formal methods as well. Outside jurors in studio reviews and guest lecturers in non-studio courses provide valuable feedback to both students and faculty. Feedback is given by the professional community after visits to firms conducted in the professional practice classes and after the annual Firm Fair, where students show their portfolios to represented firms. The AIAS mentoring program provides another opportunity for practitioners to get to know students and later share their ideas and advice with faculty and administration.

Courses are assessed through anonymous online course evaluations (required as part of the University's accreditation). As previously noted, the University requires individual faculty members to prepare descrip-tions of course learning outcomes, which serve as a basis for part of these evaluations. Results of the evaluations are given to instructors to assist in course revision and to the Chair to provide an overview of the effectiveness of the teaching methods in conveying course content. Annually in the spring semester, the Chair meets with each faculty member (including adjuncts) to discuss teaching issues and goals.

The results of these varied annual assessment activities are collated and discussed in the SoA retreat at the start of each fall semester. There, the faculty identify the issues that become the agenda for the SoA committees, where concrete suggestions for programmatic and curricular changes leading to improved outcomes are formulated and brought back to the faculty for final approval.

I.1.6.B. Curricular Assessment and Development

The SoA's process for assessment and adjustment of the curriculum, which is led by the SoA Curriculum Committee and the Chair, involves four specific parts: 1) data collection and evaluation (see sections I.1.5 and I.1.6.A above), 2) faculty-level discussion and review of the data, 3) Curriculum Committee study and solution identification of faculty-suggested issues, and 4) faculty review of and voting on proposed solutions. A chart identifying all parties involved in curricular assessment and their roles and responsibilities is here: https://uofu.box.com/s/1j4jof6jykff1j7xk979jnvyjufs09zr (see APR 1-Curricular Assessment Chart).

The SoA Curriculum Committee is led by a tenured faculty member and consists of faculty representing all areas of the curriculum including Curriculum Area Coordinators, undergraduate and graduate students, the Chair or Associate Chair, and at least one member of the local professional community (as noted on the Curricular Assessment Chart, see link above). The Curriculum Committee completes in-depth study of the issues brought forth by the faculty from the fall retreat, weighs various possible solutions, determines the most effective solutions (often in discussion with the entire SoA faculty at a monthly faculty meeting), and presents proposals to the faculty for discussion and vote at a regular faculty meeting. In the event of a major programmatic change, the School or Curriculum Committee Chair brings the issue to a vote at a College Council meeting (which occur twice per semester) and, if necessary, later guides the issue through the proper university channels for discussion and a vote. These university channels required for approval may include the University Graduate Council, Academic Senate, Board of Trustees, and the Board of Regents.

Since the 2013 NAAB accreditation visit, the Curriculum Committee, under the leadership of Associate Professor Anne Mooney, drafted the SoA's first Curriculum Mission and Vision Statements, created graphic roadmaps for the undergraduate and graduate academic programs, and implemented a mentoring program for Curriculum Area Coordinators. Through a sub-committee spearheaded by Associate Professor Jörg Rügemer, the committee also researched how sustainability is taught in the curriculum and developed a series of teaching modules for a more comprehensive and coordinated understanding of sustainable design for graduates. Additionally, the Curriculum Committee proposed and developed the new integrated academic experiences in the graduate program (outlined in section 1.I.1.4.B). Decisions regarding all of these activities were guided by the NAAB's Defining Perspectives and the SoA's core beliefs in both our Mission Statement and the curriculum Mission and Vision Statements. Please see the complete summary of recent Curriculum Committee activities here: https://uofu.box.com/s/1j4jof6jykff1j7xk979jnvyjufs09zr (APR 1-Curriculum Committee Activity Summary).

Section 2.   Progress since the Previous Visit

Program Response to Conditions Not Met

I.2.2 Administrative Structure and Governance
Visiting Team Report 2013: The program has a longstanding tradition of informal governance procedures due to its small size and family-like culture, and this is clearly a social asset to the various groups in the school. Officially, however, while there are multiple organizations and groupings of faculty and students who come in contact with governance issues, there is uncertainty about the appropriate mechanisms to discuss academic governance issues within the program and how issues are given consideration by the college and institution. All groups of faculty and students demonstrated uncertainty about how and where to engage with the official governance procedures, resulting in a situation where they are often superseded by informal contact.

Program Activities in Response 2013-2015: Since the previous accreditation visit, the School of Architecture has realized several significant changes in the area of administrative structure and governance. First, there are new administrators in the positions of the Dean of the College of Architecture + Planning (Dr. Keith Diaz Moore joined the College in July 2014) and Chair of the School of Architecture (Associate Professor Mira (Mimi) Locher started as Chair in January 2015). A new position, Associate Chair of the School of Architecture, was initiated in January 2014 to assist the Chair with issues of administration and long-term projects, such as preparation for accreditation visits. Associate Professor Lisa Henry Benham took over the position of Associate Chair from Mimi Locher in January 2015, when Locher was elevated to Chair through an internal search upon the completion of Professor Prescott Muir's term as Chair.

In an effort to address the need for more formal governance structures, the ad hoc College Policy Advisory Committee (CPAC) was formed in the 2014-5 academic year with the goal of creating clear governance documents for faculty and students. The CPAC was charged with assembling all existing College policies, recording all informally known policies, and ensuring compliance of all documents with university policies. The committee identified policies that were missing or in need of amendment, presented draft language for new or amended policies to the College faculty for initial feedback, and brought final versions to the CA+P faculty during College Council meetings for discussion and official votes. While most of the policies originated in the School of Architecture, it was necessary to start with a College-level committee to determine which policies were relevant college-wide and which were specifically departmental. The resulting document (available on the CA+P website, http://www.cap.utah.edu/college-policies/) allows the Dean, Chairs, faculty, staff, and students of the College to clearly comprehend their particular roles and to understand, comply with, and communicate University and College policies.

Based on the excellent work of the CPAC, the School of Architecture created an organizational chart and adjusted the structure and charges of its committees (https://uofu.box.com/s/1j4jof6jykff1j7xk979jnvyjufs09zr, see APR 3-SoA Organization Chart 2015-16 and APR 3-SoA Committees and Charges). Relevant restructuring includes the new School of Architecture Policy & Grievance (P&G) Committee, which now has the charge of recording and reviewing policies specific to the School of Architecture and bringing these policies to the SoA faculty for review and vote. The P&G Committee also is now responsible for establishing a formal process to manage academically relevant suggestions and grievances from students, faculty, and staff. Additionally, the P&G Committee is responsible for updating and distributing the SoA Student Handbook and the SoA Faculty and Staff Handbook. The SoA Student Handbook (http://soa.cap.utah.edu/student-handbook/) includes information regarding administrative structure and governance (including the SoA organizational chart and the

committee charges) as well as the Studio Culture Policy. The SoA Faculty and Staff Handbook (http://soa.cap.utah.edu/facultystaff-handbook/) includes information and policies regarding administrative structure and governance and other pertinent data.

A.9 Historical Traditions and Global Culture
Visiting Team Report 2013: Evidence of compliance is lacking; missing low pass in ARCH 3210 and all student work in ARCH 3211. Unfortunately the topical seminars that address this criterion – while promising individually – are electives and do not substitute for the required history survey.

> *Program Activities in Response 2013-2015:* Evidence of compliance, including all requisite examples of student work, in the required history survey courses (ARCH 3210 and ARCH 3211) is complete and included in the course binders for those courses. With several faculty retirements, these courses have been revamped and currently are taught by outstanding new faculty.

B.2 Accessibility
Visiting Team Report 2013: The projects of the Comprehensive and Capstone Studios demonstrate a basic ability to design facilities that provide acceptable physical access. However, as with the 2007 visiting team observation, this team feels that the program should strive to more clearly indicate accessible paths to sites as well as to and through the building and explore approaches for demonstrating accessibility for people with sensory and/or cognitive disabilities.

> *Program Activities in Response 2013-2015:* Design exercises specific to accessibility now are included in two required courses, Site Planning (ARCH 4112/6112), which emphasizes the design and clear indication of accessible site paths, and Design Development (ARCH 6060), which focuses on building accessibility for a range of physical, sensory, and cognitive disabilities. Additional reinforcement of the importance of these issues took place in summer 2014 and fall 2014 Graduate Semester Studios (ARCH 6015) focused on the topic of a Cognitive Disability Center.

B.4 Site Design
Visiting Team Report 2013: The comprehensive studio (6015) provides only scattered evidence of compliance. Other studios, particularly those sited locally (e.g., 6605), show somewhat more evidence, but not enough to demonstrate compliance. Site Planning 4112/6112, a lecture course evident by a course binder but not listed as evidence on the NAAB matrix, is taught, but is not a required course.

> *Program Activities in Response 2013-2015:* Site Planning 4112/6112 is a required course and listed as evidence on the current NAAB matrix. Evidence of compliance is included in the course binder and in the exhibit of student work in the Team Room.

B.5 Life-Safety
Visiting Team Report 2013: Projects in the comprehensive studio (6015), graduate session studio (6005), and capstone studio (6971) did not demonstrate ability to address life safety issues, particularly egress, on a consistent basis.

> *Program Activities in Response 2013-2015:* Design exercises specific to issues of life-safety (including egress, fire stairs, exit door swings, number of stair treads/risers, and exit stair termination) now are included in the Design Development course (ARCH 6060). These exercises are structured to engage students' understanding of life-safety issues through readings, lectures, and case studies and to exhibit their ability to integrate and communicate appropriate life-safety responses in their building designs through graphic assignments. ARCH 6060 was developed by the SoA Curriculum Committee after a faculty review of all courses and piloting of different strategies to best address these issues in our curriculum.

B.6 Comprehensive Design
Visiting Team Report 2013: The team acknowledges that the program has focused on revising the instruction methods of the Comprehensive Design studio in the last three years. However, the

team believes this effort is not working effectively. Overloading this studio with the expectation of nearly all SPC compliance (i.e., 25 of 32 SPC) diluted the opportunity to successfully address the 11 SPC that compose this criterion. The number of projects submitted for review was at the minimum the team would accept. Representation of means by which these criteria were addressed was not clear. In addition, lack of programmatic support material complicated the team's evaluation.

> *Program Activities in Response 2013-2015:* Based on the VTR, the distribution of SPCs in the curriculum was reviewed by the Curriculum Committee Chair and the SoA Chair and then completely altered to avoid overloading any single course. After a review by the Curriculum Committee to determine appropriate SPC allocation, a new course, Design Development (ARCH 6060), was initiated. The Graduate Semester (formerly called Comprehensive) Studio (ARCH 6015) now meets eleven SPCs, three primarily and eight secondarily (for details, see https://uofu.box.com/s/1j4jof6jykff1j7xk979jnvyjufs09zr, APR 3-SPC Matrix). Comprehensive design and the new requirement for integrative design also now are addressed in the new Design Development course (ARCH 6060), described below, and Final Studio (ARCH 6971).

> Created as a complement to the Grad 1 Session Studio 1 (ARCH 6005), the Design Development course (ARCH 6060) immediately follows and builds upon it in the fall semester by providing a structured approach to integrative design. Through a series of design exercises, students demonstrate the ability to make broad, multi-scalar design decisions that integrate site design, environmental stewardship, historical precedent, structural systems, environmental systems, building envelope systems and assemblies, building materials and assemblies, and building service systems. The course meets three SPCs primarily: integrative design, codes and regulations (including accessibility and life-safety), and technical documentation. Evidence of compliance is included in the course binder and in the exhibit of student work in the Team Room.

II.2.3 Curriculum Review and Development
Visiting Team Report 2013: The culture of informal governance procedures and formal administrative mechanisms – i.e., the multiplicity of faculty committee assignments and administrative meetings – collide over the curriculum. While individual courses are assessed in terms of student expectations and professional skills, there is no coherent method to tie curricular elements together into a larger intellectual idea of a program. There is not a clear method for calibrating the current curriculum to NAAB's criteria. The team found multiple and profound inconsistencies in how course expectations were defined, how they related to each other, and what faculty – even different faculty teaching sections of the same course – considered their intended outcomes. The lack of an informed, shared, aspiring vision for the program contributes at a high level to the lack of clarity in curricular organization. The familial, informal relationships between faculty inhibits the direct confrontation of these curricular issues. The team found this issue to be that most in need of immediate engagement by the entire faculty. Yet it bears stating that such important deliberations are a profound opportunity to clarify the academic goals, mechanisms, and future of the program.

> *Program Activities in Response 2013-2015:* The 2013 VTR made clear that there were serious issues that needed to be addressed in order to define a collectively held and articulated vision reflected in the curriculum and pedagogy of the program. As per the visiting team's suggestion, the faculty chose to look at this as a critical opportunity to reassess what the strengths of the existing program are and to articulate what values we collectively share regarding architecture education. A variety of retreats, meetings, and changes in leadership occurred following the accreditation team visit, during which time faculty and administration worked to develop a strategy for assessing the broader academic and professional landscape and conducted a systematic review of the curriculum. The intended outcome of this course of action was a strategy for understanding the existing context and determining a collective path forward before implementing positive, well-considered change.

Starting in spring 2014, then Associate Chair Mimi Locher began a series of facilitated discussions with key stakeholder groups. Practitioners, students, faculty members (including adjuncts), and those from the professional community (including many alumni) were asked to define the necessary skills and characteristics of the "ideal SoA graduate." The findings were reported back to the various involved parties and have been incorporated into the SoA Curriculum Committee's student outcome objectives. In spring 2015, new Associate Chair Lisa Henry Benham led a faculty visioning process to reconcile the findings of the stakeholder conversations against the mission and vision of the college. The process yielded consensus around particular values and core beliefs that we strive to incorporate into our curriculum on many levels. (Please see section 1.I.1.1 for a detailed description of the values and core beliefs.) An April 2015 survey of students was designed to check students' understanding of how well the values have been integrated into their coursework and in the curriculum overall (see APR 1-SoA Spring 2015 Student Survey at: https://uofu.box.com/s/1j4jof6jykff1j7xk979jnvyjufs09zr). Meanwhile, the Curriculum Committee developed road maps for both the undergraduate and graduate programs that integrate the values held by the SoA along with NAAB's Defining Perspectives and SPCs. This document creates clear and consistent course expectations and outcomes related to the overall SoA community's shared vision for the School.

To further demonstrate a commitment to this vision, during the 2014-15 academic year SoA administration, Curriculum Area Coordinators, and the Curriculum Committee developed new coordination structures, curriculum, and annual "themes" that were part of the visioning process action plan. From fall 2015, Curriculum Area Coordinators met with the Chair to discuss student learning outcomes and methods of assessment relevant to each curriculum area (studios at various levels, communications, history/theory/criticism, professional practice, structures, and technology). Building off the long-time success of the DesignBuildBLUFF program's integrated course sequence, new annual "immersive experiences" (described in detail below in Coordination of Studio and Co-curricular Courses) similarly engage all first-year graduate students in a combination of two or three coordinated courses that focus on a common theme from multiple perspectives. Beginning in 2015-16, at least one of these immersive experiences as well as at least one undergraduate semester studio address a critical issue in architecture related to that year's theme. The School's peer-reviewed journal, *Dialectic*, focuses on this annual emergent curricular theme, which is similarly embedded in the SoA lecture series, exhibits, and school-wide activities to demonstrate deep engagement with our shared values and programmatic aspirations. The theme for 2015-16 is "Architecture at Service."

II.3 Evaluation of Preparatory/Pre-professional Education
Visiting Team Report 2013: 80% of the students in the professional graduate program matriculate from the university's own undergraduate degree program, and several of the courses in the undergraduate program are required for accreditation. The issue concerns the 20% who matriculate from other universities. For students with a B.S. in Architectural Studies, there is a cursory transcript review, where a rough equivalence is desired between required undergraduate courses and a particular course taken by the applicant. However, there is no further examination to confirm that the equivalent course satisfies NAAB requirements, or even an examination of the syllabus of that course for equivalence.

Program Activities in Response 2013-2015: Students matriculating into our two-year graduate program with an undergraduate degree from another institution are required to provide syllabi for all courses taken at their previous university that they propose be used to fulfill prerequisite courses in our undergraduate program that contain SPCs. Each course syllabus is reviewed thoroughly by the Chair of the Admissions – now called Admissions, Recruiting, and Diversity (ARD) – Committee in consultation with the faculty who teach in those areas. If insufficient evidence is found, the ARD Committee Chair may

request additional information about the course content (including examples of student work) or deem it not equivalent. If a course is deemed inequivalent, the student is required to enroll in the course within our program that addresses the NAAB criteria in question and pass it with a satisfactory grade (B- or better). The SoA maintains a file for each student who matriculates from another undergraduate architecture program tracking their particular SPC matrix. Please see section 3.II.3 for a detailed documentation of this process.

II.4.1 Statement of NAAB-Accredited Degrees

Visiting Team Report 2013: Although partial language was found by the visiting team on the School of Architecture's web site, exact language as required was not found for meeting this Condition.

> *Program Activities in Response 2013-2015:* The exact language required by NAAB is now included the School of Architecture website (http://soa.cap.utah.edu/accreditation/) as well as on all printed materials advertising the accredited degree program.

Program Response to Causes of Concern

Architecture Program Facilities

Visiting Team Report 2013: The current building continues to be a concern. In 2011, a facilities study documented proposed strategies for both the existing building and a proposed expansion. The college has launched a capital campaign to secure private donations. Progress has been made to identify potential donors, but renovation and expansion may be several years away. Close monitoring of space utilization between college leadership and the school will be necessary, especially with planned expansion of other programs besides architecture.

> *Program Activities in Response 2013-2015:* With the arrival of Dean Keith Diaz Moore in August 2014, the strategies and goals for the building renovation and expansion have changed. The capital campaign has been put on hold while a new structural relationship with the University's Office of Institutional Advancement (OIA) is being developed. During the 2013 visit, a quasi-independent college-level advancement officer (who also had additional duties such as organizing events) based in the CA+P supported then Dean Brenda Scheer as the primary means for conducting college development initiatives. Dean Diaz Moore, with the support of Senior Vice President for Academic Affairs Ruth Watkins, has instituted a new structure for college advancement. As of summer 2015, the College works directly with a development officer in the University's OIA rather than having a development officer in house. The CA+P is one of a number of colleges moving to this model, which allows better access to and support from the OIA. While this restructuring has delayed any major progress in the area of development and advancement since the last visit, the College and School leadership see the new structure as an investment in future success in these areas.

> Despite this change in priorities and restructuring of development model, the CA+P has moved forward with several important facility improvements since the last review. The roof of the building underwent repairs during the 2014-15 academic year (a new roof membrane was installed, skylights were resealed, and leaks repaired), and the building was retrofitted with fire sprinklers during the summer of 2015. As part of the sprinkler retrofit, old lights were replaced with new energy efficient fixtures, and lights in several public spaces were connected to motion control devices to conserve energy in unoccupied spaces. The energy-efficient lighting modifications are part of the initial efforts of the CA+P's newly formed "Green Team," established by Dean Diaz Moore in spring 2015 and charged with encouraging behavioral change to reduce energy usage throughout the building. The CA+P is the second college at the University to take up the challenge for energy reduction from University Office of Facilities Management, with students, faculty, administration, and staff from all departments continuing these efforts throughout the 2015-16 academic year and beyond.

A new college-level Facilities and Technology Committee established in 2014 and chaired by Associate Dean Keith Bartholomew, monitors and deals with issues of space, physical facility maintenance, and technology needs. The committee has identified concerns from faculty and students regarding shared undergraduate pre-major studio space, the need for formal display areas for student work, and a student lounge area. The first issue has been resolved, and the final two issues are being addressed by the Dean during the 2015-16 academic year.

The Multidisciplinary Design (MDD) Program officially began offering an undergraduate degree in fall 2013 after several years of offering classes and an undergraduate minor. Currently, this program exists partly under the School of Architecture though it is anticipated to soon achieve division status and begin operating as an independent entity within the College. Part of the third floor north studio was renovated into shared office space for the MDD faculty and Spark labs, and studio space in this area was designated for MDD studios. As part of the Facilities and Technology Committee study, the MDD program has piloted a new desk design that replaces the old drafting height desks with smaller (and lower) space-saving models. These new desks are being considered for use in the architecture studios as well. If adopted, they will allow for increased numbers of students in all studios along with common collaborative work spaces.

Lack of Clear and Formal Procedures
Visiting Team Report 2013: Communication between the college administration, architecture program administration, architecture faculty, and students relies on informal methods and is not always complete or timely. This had led to a lack of clarity on governance procedures and on how people can address issues systematically. With respect to students, the studio culture policy could be revisited to reinforce its mission.

Program Activities in Response 2013-2015: As detailed above in I.2.2 Administrative Structure and Governance, the SoA and CA+P have engaged in a number of significant changes, including new administrators at all levels (Dean, Chair, and Associate Chair), regular meetings of the CA+P and SoA Leadership Teams, the formalization of College and School policies, the creation of clear organizational charts for both the CA+P and SoA, adjustments to the committee structure and objectives, and the compilation of important information for students in the online SoA Student Handbook and for faculty and staff in the SoA Faculty and Staff Handbook. Important College and School policies, the CA+P and SoA organizational charts, and the SoA committees and charges can be found in the online handbooks (http://soa.cap.utah.edu/student-handbook/ and http://soa.cap.utah.edu/facultystaff-handbook/). These documents also can be viewed at: https://uofu.box.com/s/1j4jof6jykff1j7xk979jnvyjufs09zr (see APR 2-CA+P Organizational Chart 2015-16, APR 3-SoA Organization Chart 2015-16, and APR 3-SoA Committees and Charges).

Students are required to read the Studio Culture Policy at the start of each fall semester and have been continually engaged in revising the document, which now occurs under the auspices of the new SoA Policy and Grievance Committee. The most recent version of the Studio Culture Policy was readopted by faculty vote in spring 2015.

Less formally, several times each semester Dean Diaz Moore emails a "Dean's Update," apprising the CA+P community on important issues and activities relevant to the College. SoA Chair Locher initiated monthly "Chats with the Chair" to provide casual opportunities for students, faculty, and staff to ask questions, relate concerns, and discuss SoA issues.

Evaluation of Admissions Procedures for Non-University of Utah Students
Visiting Team Report 2013: The formal process of assessment to confirm course equivalents is weak.

Program Activities in Response 2013-2015: As noted above under II.3 Evaluation of Preparatory/Pre-professional Education, a rigorous process of evaluation to confirm

course equivalents for admission of students with degrees from other universities is undertaken by the Chair of the Admissions, Recruiting, and Diversity Committee. Please see the description in the above section for details.

Digital Design Training

Visiting Team Report 2013: Students requested earlier and more robust training on digital design tools in order to develop further and more confidently in their design work and to keep pace with technologies being used in industry.

> *Program Activities in Response 2013-2015:* Several actions were taken to address this concern starting in the fall 2013 semester. Based on students' specific requests for more and better training in BIM, both for-credit and not-for-credit options were developed. A for-credit session-length (half semester) course was offered during spring 2015 and will be offered again in spring 2016. Non-credit BIM workshops, which met several times during the semester, were offered both fall 2014 and spring 2015. With the retirement of a senior communications faculty member in spring 2015, the SoA was able to hire an experienced faculty instructor, Dr. Rima Ajlouni, who is charged with coordinating the communications curriculum redevelopment. In 2015-16 Associate Professor Ajlouni is teaching communications and studio courses in both the graduate and undergraduate programs in order to facilitate coordination between studio and communications courses. Her graduate Advanced Communications course (ARCH 6052) will focus on digital design tools relevant to architecture and related industries; and her Grad 1 Session 2 Studio (ARCH 6005) will incorporate digital design and fabrication. In summer 2015 Ajlouni began a formal year-long research process to research architectural communications strategies at peer institutions, solicit feedback from School and professional communities, and develop a communications framework for the entire program, including both undergraduate and graduate courses. This work is being done in close collaboration with the Curriculum Committee and includes opportunities for input and feedback from the appropriate parties throughout the year, including faculty, students, practitioners, and administration.

Coordination of Studio and Co-curricular Courses

Visiting Team Report 2013: Coordination of studio with other classes that address design projects, primarily the technical courses (e.g. MEP), remains an issue. There have been meaningful improvements in the undergraduate program, but these need to be extended to the graduate curriculum expeditiously. The corollary is to maintain focus on overall design excellence in the studio projects.

> *Program Activities in Response 2013-2015:* While continuing to hone the coordination between studio and co-curricular courses in the undergraduate program, the SoA has developed two new models and upheld one existing model to maintain design excellence and achieve better coordination in the graduate program. The existing model is Integrated Technology in Architecture Program (ITAP) studio, which won the ACSA 2011 Creative Achievement Award. This model is structured as an integrated Advanced Technology: Sustainability course (ARCH 6352) and a Graduate Semester Studio (ARCH 6015) in the fall semester of the second year of the graduate program ("Grad 2"). Both courses are taught by Associate Professor Joerg Ruegemer. The first new model is the Design Development course (ARCH 6060, described above in B.6 Comprehensive Design) established to immediately follow the fall Grad 1 Session 1 studio (ARCH 6005) to further develop the students' ARCH 6005 studio projects relative to environmental, technical (including MEP), and regulatory issues. The second is an "immersive experience" for all Grad 1 students in the spring semester of the first year of the two-year graduate program ("Grad 1"), which purposefully integrates studio with one or two co-curricular courses. Students opting to participate in the DesignBuildBLUFF program are immersed in three related courses: building design (ARCH 6018), construction technology (ARCH 6370), and the arts and culture of the American Southwest (ARCH 6236). For spring 2016, students staying on campus can choose between an urban

design studio (ARCH 6031) paired with a contemporary theory course focused on urban issues (ARCH 6271) or a community engagement studio (ARCH 6016) based in a Montana ghost town paired with a history/theory/criticism course (ARCH 6831) looking at issues of community engagement and the lore of the American West along with a construction technology course (ARCH 6370) focused on prefabrication using solid timber panels or a similar technology, drawing on ongoing research in the College on the western mountain pine beetle infestation.

Program Response to Change in Conditions

Due to the 2015 revisions of the Conditions for Accreditation, the School of Architecture made the following changes:

I.1.4.A-E Defining Perspectives – At the end of each semester, the SoA faculty reviews student work and learning outcomes from all courses to ensure the integration, coordination, and quality of the curriculum. In addition to learning outcomes, the NAAB Defining Perspectives provide a framework for this review.

I.1.4.A Defining Perspectives: Collaboration and Leadership - From spring 2016 the SoA's newly developed "immersive experiences" for the first year graduate (Grad 1) spring semester will begin, as described above in Coordination of Studio and Co-curricular Courses. These experiences integrate studio and one or two additional courses (history/theory/criticism, technology, historic preservation, etc.) and will require students to take leadership roles and work collaboratively across courses and within studio.

I.1.4.C Defining Perspectives: Professional Opportunity – Annually from fall 2015, one ARCH 6015 Graduate Semester Studio is taught by a principal of a local firm, giving the students the opportunity to work directly with an important local practitioner.

I.1.4.E Defining Perspectives: Community and Social Responsibility – The Grad 1 "immersive experiences" described above focus on social responsibility and community engaged design.

A.8 Cultural Diversity and Social Equity – To address the new criterion of "the responsibility of the architect to ensure equity of access to sites, buildings, and structures," revisions were made to two required courses, Human Dimensions (ARCH 4950) and Site Planning (ARCH 4112/6112), and accessibility issues additionally are included in the new Design Development course (ARCH 6060).

B.2 Site Design – Site Planning (ARCH 4112/6112) was revised to include all new factors listed in the criteria.

C.2 Integrated Evaluations and Decision-Making Design Process – This new SPC is introduced in Design Development (ARCH 6060) and later emphasized and reinforced in the Graduate Semester Studio (ARCH 6015), where the SPC is met primarily.

C.3 Integrative Design – As described above in B.6 Comprehensive Design, Design Development (ARCH 6060), was created to focus on the multifaceted integrative design factors, and integrative design is a focus of the Graduate Semester Studio (ARCH 6015) and Final Studio (ARCH 6971).

D.2 Project Management – Architectural Professional Practice I & II (ARCH 6700 & 6701) were revised to incorporate all new factors of this SPC, specifically identifying work plans, projects schedules, and time requirements.

D.5 Professional Conduct – Architectural Professional Practice I & II (ARCH 6700 & 6701) were revised to specifically address both required documents (the NCARB Rules of Conduct and the AIA Code of Ethics).

Section 3   Compliance with the 2014 Conditions for Accreditation

I.2.1   Human Resources and Human Resource Development

Faculty Resumes and Matrices
Resumes for all full-time instructional faculty who teach in the professional degree program can be accessed here: https://uofu.box.com/s/1j4jof6jykff1j7xk979jnvyjufs09zr (see APR 3-Faculty Resumes). Matrices of faculty, including adjuncts, and their credentials, experience, research, and teaching assignments for the 2013-14 and 2014-15 academic years also are available at the same link: https://uofu.box.com/s/1j4jof6jykff1j7xk979jnvyjufs09zr (see APR 3-Faculty-Teaching Matrix). The supplemental matrix for fall 2015 will be available in the Team Room.

Faculty Lifelong Learning
The faculty of the SoA are dedicated to teaching and practicing lifelong learning and take advantage of many different opportunities to stay current in their knowledge of the changing demands of the discipline, practice, and licensure. Continuing education for licensure is an important component for the faculty who are licensed and practicing architects. The State of Utah requires a minimum of 12 hours of continuing education each year in the areas of "public health, safety, and welfare of architectural practice and the ethical standards of architectural practice." Members of the AIA meet the more stringent continuing education requirements of 18 hours annually (with 12 of those 18 for health, safety, and welfare education). Faculty also often mentor students regarding the IDP, ARE, and professional practice and pay attention to relevant changes in NCARB requirements. Many faculty attend the SoA's annual IDP workshop organized by the Architect Licensing Advisor (see below).

Faculty members regularly serve on committees and boards of directors for the AIA, NCARB, and other professional and civic organizations at local, regional, and national levels. Faculty often attend and present at national and international academic and professional conferences and also host conferences at the University. For example, the Building Technology Educators' Society International Conference took place at the UofU in June 2015; the SoA is exploring ways to support a proposed historic preservation technology conference in conjunction with the Association for Preservation Technology International in spring 2016; and in 2017 the SoA will be hosting the National Conference on the Beginning Design Student as well as supporting the Vernacular Architecture Forum National Conference in Salt Lake City.

As part of their retention, promotion, and continued tenure at the University of Utah, faculty members must demonstrate sustained scholarship and/or creative work at a level appropriate for a Research I institution. This requirement is clearly articulated in our retention, promotion, and tenure (RPT) documentation (http://www.cap.utah.edu/rpt-guidelines/) and carefully followed by the faculty under the direction of the SoA RPT Advisory Committee. Architectural projects designed by SoA faculty frequently receive design awards and are published in national and international journals. Faculty members also regularly author and publish books, book chapters, articles, academic papers, research reports, encyclopedia entries, etc. Faculty organize and participate in writing workshops held throughout the summer to provide structure and support as well as peer review of projects in preparation for publication. Less formally, these creative and research projects are the focus of "faculty salons." These gatherings take place at a faculty member's house once or twice each semester and provide a forum for faculty to present their ongoing work and discuss it with each other.

The SoA faculty are involved in determining an annual emergent curricular theme, which provides a foundation for our lectures series, exhibits, and other related activities, as well as the focus of *Dialectic*, the scholarly journal of the SoA. *Dialectic* features faculty editors and contributors along with students and scholars from the U.S. and abroad who submit papers related to the theme for a peer-review process. The theme for 2015-16 is "Architecture at Service."

Self-study through research, reading, and travel to examine buildings and communities and meet architects and other experts in related fields is another important way in which the faculty remain current in the discipline and practice of architecture. "Brown Bag" lectures organized by the AIAS provide an informal forum for faculty and local practitioners to share their knowledge with the SoA community.

Resources Available to Faculty
In addition to the physical resources listed below in section 3.I.2.2 (including the computer and fabrication labs), a variety of School, College, and University resources are readily available to faculty. SoA-specific resources include funding for conference travel (detailed below), a mentoring program for tenure-track faculty, advising for adjunct faculty by Curriculum Area Coordinators, teaching information and links through the SoA website for writing syllabi, etc., and academic connections to varied communities through faculty teaching and research in Salt Lake City, rural Utah, and the Intermountain West, as well as internationally in Scotland, Germany, Austria, Italy, Japan, and Nepal. At the College level, a new Scholarship Incentive Program supports interdisciplinary scholarly work, and the new Associate Dean for Research and Community Engagement is beginning a series of research development workshops. The College has an excellent relationship with University Neighborhood Partners (UNP), which has spawned numerous research and teaching activities. The newly appointed UNP Director, Dr. Sarah Munro, is an adjunct faculty member in City and Metropolitan Planning. In addition, the online SoA Faculty and Staff Handbook includes links to university and college resources in digital fabrication, libraries and research, teaching, employee services, health and wellness, IT services, campus and local emergency services, and contact information for the local design community (http://soa.cap.utah.edu/facultystaff-handbook/).

Many teaching and information resources at the University are available to faculty, including the Center for Teaching and Learning Excellence (CTLE), which is directed by SoA Professor Patrick Tripeny. CTLE offers numerous services to faculty, including faculty learning communities, teaching and writing workshops, consultations, and observations (http://ctle.utah.edu/). Teaching and Learning Technologies (TLT) features services for faculty such as course technology consultations, equipment, video and video conferencing services, etc. (http://tlt.utah.edu/). Resources available at the J. Willard Marriott Library include database subscriptions and services, book printing on demand, copyright support for publishing, classrooms, 3-d printing, materials collection, remote software access, and the Faculty Center housing the Digital Scholarship Lab, CTLE, and TLT. Further description of the information resources available at the University of Utah are detailed below in section 3.I.2.4. Most faculty in the SoA take advantage of the services offered by CTLE, the Marriott Library and TLT.

Research assistance is provided through the Office of the Vice President for Research (http://research.utah.edu/). Available resources for faculty include research education, administration, and accounting, including professional development opportunities, such as the Research Administration Training Series and Best Practice Roundtables; assistance with preparing, interpreting, negotiating, and executing agreements; and budget preparation. The office also hosts Technology & Venture Commercialization, which assists with transforming new ideas into practical, commercially viable products and services, and houses the Find a Researcher database of faculty topic experts and potential research collaborators. The Entrepreneurial Faculty Scholars group, which includes faculty from the SoA, provides guidance and mentoring for faculty and student entrepreneurs and also oversees the faculty Distinguished Innovation and Impact Award. The SoA has a direct line to the Office of the Vice President for Research, with Associate Professor Ryan Smith's role as the CA+P Associate Dean for Research and Community Engagement, and faculty engaged in research often utilize the service of this office.

Assistance for grant research, writing, and management is available through the university Office of Sponsored Projects (OSP, http://osp.utah.edu/). The OSP staff are trained to assist faculty in generating fundable ideas, finding funding, developing and submitting proposals, managing awards, and sharing resources. Individual training sessions are available by appointment and online and in-person training sessions are available on topics such as Conflict of Interest, Effort Reporting, Responsible Conduct of Research, and Institutional Review Board. In September 2015, as the first of four sessions on research training for the CA+P faculty, OSP representatives presented a workshop on grant funding research using the SciVal funding database (available to faculty and students through the Marriott Library website).

The University Leadership Development Program, which several members of the SoA faculty have attended, is sponsored by Academic Affairs and the Division of Human Resources and is available to administrators and mid-career faculty. The program provides participants with "opportunities to reflect on their individual leadership style, personal career development and enhance or develop skills in a number of specific areas including negotiation, leadership mindset, difficult conversations, and collaborative relationship building." The Division of Human Resources also offers a Faculty Professional Development

series, with sessions such as leading effective meetings, mindful integration of work and life roles, and faculty and Title IX responsibilities.

Additional resources include PEAK Health and Fitness, which offers fitness classes, health assessment and fitness testing, nutrition workshops, and the like to university faculty. Commuter Services provides resources for carpooling and ridesharing, storage lockers for bicycles, and free campus shuttles. The University of Utah provides every faculty member with a Utah Transit Authority Ed-Pass for free transportation on city buses and light and regional rail.

Please see section 3.I.2.3 below for a detailed description of the scholarship, fellowship, and grant funds available for faculty use.

Faculty Research, Scholarship, and Creative Activities
A list of past and projected research, scholarship, and creative activities by full-time instructional faculty since the 2013 NAAB visit is available here: https://uofu.box.com/s/1j4jof6jykff1j7xk979jnvyjufs09zr (see APR 3-Faculty Research-Scholarship-Creative Work).

Student Support Services
Support services for students are available within the SoA, CA+P, and the University. Academic advising is available from faculty in addition to professional advisors in both the School and College, as well as by University advisors. Our AIAS chapter organizes a mentoring program pairing students with local practitioners. The SoA Student Handbook provides an important opportunity for communication with students on the mission of the school; the goals of each degree we offer; SoA, College, and University academic policies; the Studio Culture Policy; and the organization and opportunities for student governance of the college (http://soa.cap.utah.edu/student-handbook/). In addition the handbook includes a comprehensive list of SoA, CA+P, and UofU facilities, such as the shop, plotters, and photo studio; additional campus resources for digital fabrication; libraries and research facilities and services; IT services; health and wellness resources; academic resources such as the Writing Center and the Office of Learning Abroad; student academic policies; campus and local emergency services; and contact information for the local design and arts community. The School helps to place students in professional internships and employment by sponsoring an annual Firm Fair, connecting students with information on available jobs through posters and email announcements, and organizing professional internships as part of the ARCH 6701 Professional Practice course when student numbers allow. The SoA website provides links to information on becoming an architect and associated professional organizations. Please see the sections below for services provided by the Architect Licensing Advisor, available physical resources, and student financial support.

The University provides extensive support services for students. The University Career Services (http://careers.utah.edu/) offers workshops on cover letters, resumes, networking, and interviewing; has discipline-specific career coaches; and provides information on salaries and links to professional organizations and local firms. Other University support services include the American Indian Resource Center, Center for Child Care and Family Resources, Center for Disability Services, Center for Ethnic Student Affairs, Center for Student Wellness, Inclusive Excellence, LGBT Resource Center, Student Health Center, Student Support Services, University Counseling Center, Veterans Support Center, and Women's Resource Center.

Architect Licensing Advisor Activities
Professor Prescott Muir, FAIA and NCARB, was appointed by the Dean of the College to be the IDP Coordinator in 2009 (now called the Architect Licensing Advisor or ALA) and continues to serve in that capacity. He is a licensed practicing architect as well as a faculty member. Muir conducts an IDP workshop in the fall of every year that is open to the entire student body and faculty. The workshop includes representatives from the Young Architects Forum, the State Architect Licensing Advisor, and interns who either are taking the licensing exam currently or recently have completed it. The workshop agenda includes a summary of why to license, the internship and licensing process, navigating the NCARB website, reciprocity, and alternative practices. The Utah State Architectural Licensing Board provides a unique incentive for students by waiving the first $100 of the registration fee and deferring the balance until graduation. Registration for this program is conducted at the IDP workshop.

Muir has attended no less than five NCARB Licensing Advisor Summits and training programs. The summits provide opportunities to learn about changes in the ARE and IDP process, review trends in the profession, and to share ideas with peer advisors. He typically provides a summary of the conference to the other faculty members at the next convenient faculty meeting. Muir participates in the ALA Community website blog to exchange ideas. Annually he attends one of the Utah State Licensing Board meetings along with the State ALA Advisor to review any changes in the state ordinance and rules as well as to confirm continued support for the IDP incentive program. Twice during his term, the SoA has hosted the NCARB National IDP Coordinator to make a presentation on the IDP and ARE at the SoA and to answer questions from the students.

In his capacity as the Chair of the School until the end of 2014, Muir met with each senior undergraduate and graduate student to discuss academic and career plans including their progress registration and accumulating IDP credit hours, a practice that the current Chair continues. In his ALA role, Muir is available throughout the year to answer questions from students and recent graduates.

I.2.2   Physical Resources

The Architecture Building is a part of the Art and Architecture Center built in 1970. It is a 47,000 gross square foot building that is highly regarded for its design by faculty, students, and the members of the architecture community, receiving the AIA Utah Twenty-five Year Award in 2006. A 2011 study demonstrated its shortcomings in terms of maintenance and upkeep, its insufficient support for contemporary teaching methodologies, its inaccessibility, and its inefficiency. Program growth from 2002 to 2010 was substantial, from 280 students studying only architecture to a high of 559 students in both architecture and planning in AY2011. This led the former Dean to launch a capital campaign to finance a $25 million renovation along with a new 25,000 sf Net-Zero addition to the north end of the Architecture Building. Unfortunately, this Capital Campaign only raised $200,000 in pledges over four years, or less than one percent of the target. Since then, the student population of the College has leveled to around 460 students (300 in SoA, 100 in CMP, and 60 in MDD), requiring approximately 350 studio desks. Given our outdated six-foot-long studio tables, we are piloting custom four-foot tables (more appropriate to our increasingly digitized world) in our 3rd floor North Studio, allowing for a 33% increase in desk capacity. If assessed positively, our ambition is to use this additional space efficiency not only to provide additional desk capacity, but also to create spaces for collaborative learning within the studio areas. We believe this use of space will result in enhanced learning outcomes.

General Description
The building is located near the University's Marriott Library, which houses the Katherine W. Dumke Fine Arts and Architecture Library. The Utah Museum of Fine Arts also is located very close by and is a resource for the program, including the use of its very fine auditorium for professional gatherings and events. The current Architecture Building has generous public space, particularly the Roger Bailey Exhibition Hall ("the Bailey") used for exhibitions, juries, and receptions that are exclusive to the College. The building has large open studios, faculty and administrative offices, two small (outdated) classrooms, a computer lab/classroom, an auditorium seating 90, and a large, well-equipped shop with modest digital fabrication equipment, which has served as a model for the University's new Lassonde Studios Garage. To supplement this shop, the School partners with Plastik Banana (PB), a digital fabrication shop owned by an alumnus of the program. For a modest fee, PB provides access and instruction on all their equipment, including laser cutters, 3D printers, 5-axis CnC mill, etc. In addition to the Bailey, the Faculty Lounge provides a formal crit space and also is used for meetings and brown bag lectures. Classroom, office, and lounge furnishing and finishes are in worn condition, as are electrical and HVAC systems, since most date from the building's completion in 1970. The School of Architecture office space and conference room was created in 2010, and the new Multidisciplinary Design office suite was completed in 2015. The College also has provided space for three research centers: the Metropolitan Research Center (MRC), the Ecological Planning and Design Center (EPDC), and the Integrated Technology in Architecture Center (ITAC). Since the last NAAB visit, the School has added a coffee cart, *Brio*, on the second floor bridge to the Fine Arts building, a social space overlooking the Bailey Gallery, and a nearby community piano to enliven social participation.
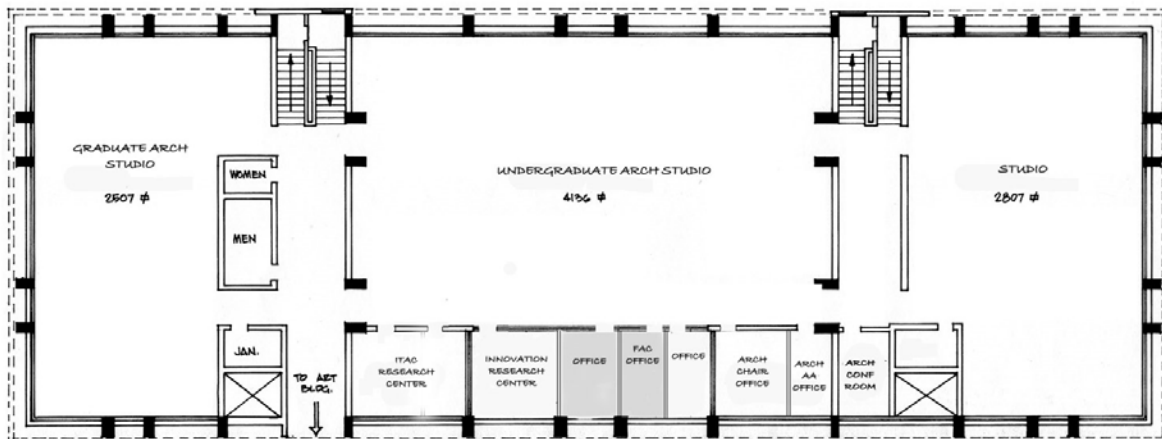
The floor plans of the Architecture Building are shown on the following pages. The spaces occupied solely by the Department of City and Metropolitan Planning are shaded in gray.
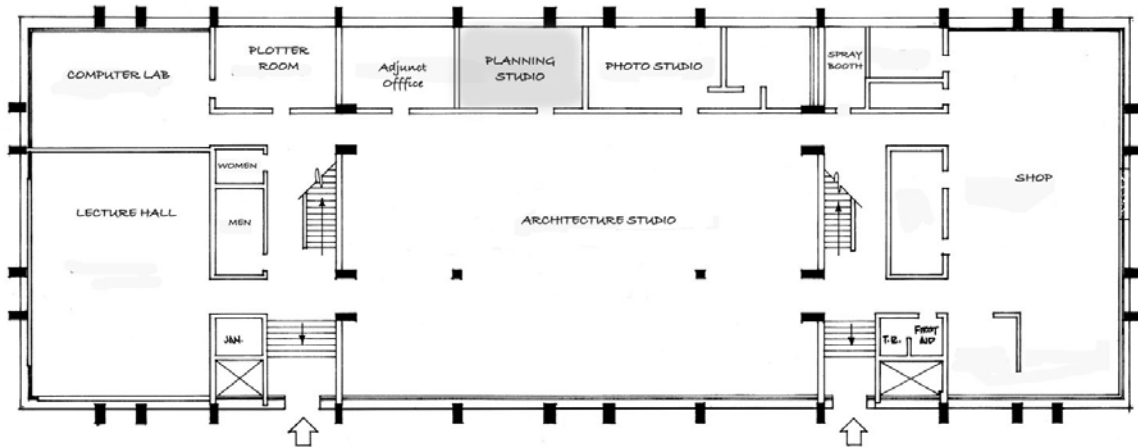
Architecture Building Plans – 1st Floor
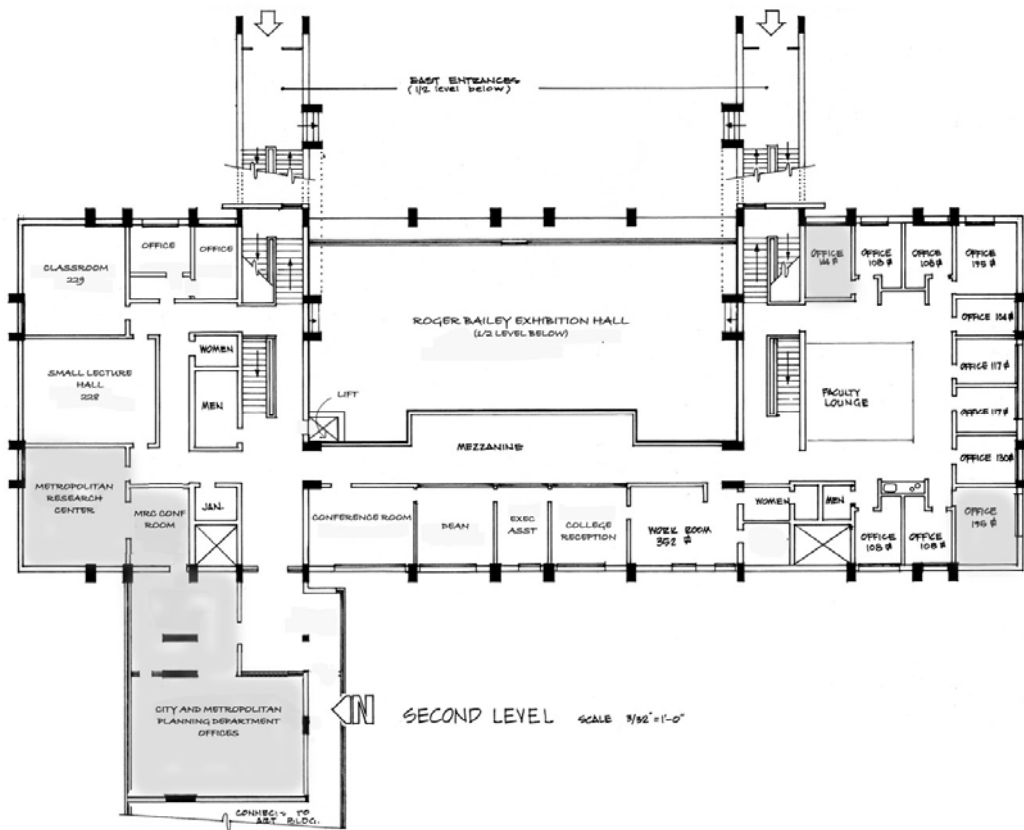
Architecture Building Plans – 2nd Floor

Architecture Building Plans – 3rd Floor

Our building is connected to the University's network backbone with a 2 GB fiber link. The network is distributed internally to faculty and staff offices, computer labs, and student desktops in studio spaces with 1 GB bandwidth connections from managed Dell switches. There are about 550 wired network nodes throughout the College. In addition to the wired network, there are six wireless access points installed which support up to 50 connections each at a maximum 802.11n-spec 300Mb bandwidth.

The college has three primary domain servers, each running the Windows Server 2010 operating system supporting file, print, web, network, software licensing, and backup functions. All students, faculty, and staff have computer accounts, which allow secured access to personal home folders on the servers containing public web publishing areas and other file shares. Most network shares are also accessible offsite via FTP. Email is available to everyone from the University Umail Exchange servers.

An instructional computer lab containing 24 workstations is open for all students to use 24 hours a day, seven days a week, except when a class is in session. For hardware, each workstation contains an Intel i7 processor, 8GB RAM, 120GB solid state drive, and a workstation-class nVidia Quadro OpenGL graphic card connected to a 1080p LED backlit 22î monitor. All workstations contain the same software image installed with Windows 7 Ultimate 64-bit operating system and the latest versions of Microsoft Office 2013, Autodesk Architecture 2015, Revit 2015, 3DS Max Design 2015, Adobe Creative Cloud 2015, ESRI ArcGIS 10.3, Rhino3D v5, and SketchUp Pro 2015. A portion of lab computers are updated yearly, and the replaced computers get moved to a small render farm closet which supports network rendering features of Autodesk 3DS Max Design. There are about two dozen computers in the farm which students use to offload processing and compose videos of virtual design projects and high-quality renderings.

There are two HP Enterprise m601dtn LaserJet printers, one Epson large-format color inkjet printer, and three 44" HP DesignJet z6100 plotters available for student use and another two HP Enterprise m601dtn LaserJet printers, one Canon large-format color inkjet, and a Sharp copier primarily for faculty use. The printers and plotters are available to students and faculty 24 hours a day, seven days a week. Students are required to provide their own paper rolls for use in the plotters, and the College provides ink, toner, and letter-sized paper. There are three scanning workstations (including one large-format professional flatbed) available for student use 24 hours a day, seven days a week. In addition, there are two video capture devices supporting both analog and digital video streams connected to DVD/VCR players/recorders for video editing. Faculty have access to another workstation with an Epson V200 letter-sized flatbed scanner in addition to a Xerox DocuMate 152 document scanner.

The computer lab, two lecture rooms, a conference room, and an additional classroom have fixed projection equipment and screens installed. Students have access to the rooms unless classes are in session. In addition, there are four projectors and four Windows laptops available for checkout to use for course presentations.

The College Fabrication Lab ("the shop") contains a Universal Laser Systems ILS12.150 laser cutter and engraving system connected to a workstation computer with RhinoCAM software. The shop also is well-equipped with machinery and hand tools for use with wood and metal and has a loading dock and outdoor fabrication area. The shop has extended hours during each weekday and is managed by a shop technician at all times. It is open on weekends as needed for certain student projects. The College also has an agreement with a local fabrication shop, Plastik Banana, for student access to additional equipment used to fabricate physical models from digital designs. The College has provided a workstation computer with RhinoCAM software to interface with CAD/CAM equipment. The CA+P has a full-time Network Manager and full-time Computer Technician available for computer and network support, as well as a Fabrication Lab Manager and student supervisors for the shop.

Problems with Physical Resources and Proposed Changes
As stated above, the outdated and under-capacity building is showing strains as it nears its 50th birthday. The previous Dean sought to fund a large addition and NetZero renovation that proved to be beyond our donor base and did not have full support in the University. Dean Diaz Moore has returned the design problem back to its roots, which is to enhance the quality of space, equipment, and furnishings that will enable contemporary teaching methodologies. This includes the above-mentioned pilot study with smaller studio desks to enable the creation of collaborative space within the open studio areas. Behavioral changes leading to reduced energy use are part of the charge of the Squadre Verde (Green Team), as noted in section 1.I.1.4, and a fire suppression system retrofit in summer 2015 enabled the replacement of some ceiling lights with more energy-efficient fixtures. Additionally, the Dean is seeking funding to renovate the two small lecture rooms (228 and 229) into leading edge collaborative learning suites with movable furniture, magnetic white boards, and technologies to connect students and faculty to the world. Finally, the Dean is aiming to raise funds to improve the accessibility of the building. In short, within the confines of our current building envelope, the vision for the facility is to enter a 2.0 phase focused on enabling access to 21st-century teaching space to spur instructional innovation.

The Dean also is pursuing auxiliary spaces that would assist the learning mission of the School. There is a desire to create a "community engagement studio" in downtown Salt Lake City in the spirit of Open Grounds at the University of Virginia (http://opengrounds.virginia.edu/). Related to this are ongoing discussions to bring closer ties with ASSIST Inc, one of the first CDC's in the country and originally associated with the SoA, but which has had a distanced relationship with the College over the past decade. Second, in working with the Marriott Library, the College is leading a campus-wide discussion regarding an advanced manufacturing lab under the auspices of the Library. We are hoping for the same success we had in the creation of the Materials Library in 2015 (see section 3.I.2.4 below).

Space Enabling Faculty Roles
Studio instruction occurs in shared, open landscape studios on the first and third floors of the building. As we move toward the creation of collaborative space, we believe these studios have the ability to enable even greater collaboration than occurs at present. Computer-oriented instruction occurs in the first floor computer lab with the adjacent plotter room. Seminar classes take place in rooms 228 and 229, which are outdated, largely inflexible rooms, and lectures for up to 90 people occur in room 127. Other seminars take place in classrooms directly connected to the Dumke Fine Arts and Architecture Library in the Marriott Library. Larger lecture courses take place in classrooms across campus, typically in either the nearby University Museum of Fine Arts Auditorium or Orson Spencer Hall (the University General Classroom Building). Almost all faculty members have a private office for teaching preparation, engagement in scholarship, and advising. A few select faculty have chosen to share space in a research center setting (e.g. ITAC). Some office sharing also now occurs out of necessity, due to space shortages emerging with the growth in the College over the past decade. The School has a conference room enabling private advising for faculty and students and an adjacent office suite for the Chair and SoA Advisor/Administrative Officer. Advising in the CA+P also is supported by a full-time admissions officer and a full-time advisor, who assist faculty with their advising loads. Faculty are provided with computing equipment in their offices, and all computer networks may be accessed remotely, allowing ready connection to work at home or on the road.

Off-Campus Teaching Site: DesignBuildBLUFF
The School of Architecture's DesignBuildBLUFF campus in the town of Bluff in southeastern Utah is the home base for the DesignBuildBLUFF (DBB) outreach program and augments the facilities at the University of Utah campus. The DBB campus consists of a historic home (with kitchen, sleeping, bathing, living, and meeting spaces), student sleeping quarters, a bathhouse, and a workshop with tools for wood and metal fabrication. These facilities are used intensely during the spring semester when our students are in residence and are used intermittently during the rest of the year. The DBB Director is working closely with the Chair and Dean to identify additional ways to formalize relationships with key partners at the UofU and in the Navajo Nation in order to build capacity in collaboration with the Navajo and the Four Corners region and leverage our Bluff campus to promote applied research in contemporary rural architecture, regenerative design, and appropriate technology.

I.2.3   Financial Resources

Institutional Financial Allocation Process
The institutional process for securing funds is a three-step procedure. First, all sub-units within the College of Architecture + Planning develop goal-oriented budget requests which are discussed among the College Leadership Team. Prioritized requests then are forwarded from the Dean to the Senior Vice President for Academic Affairs via a budget hearing typically held in April. By June, the College learns of the outcome of its requests. Dean Diaz Moore has put in place a new process where all dollars associated with programs are fully passed through to the sub-units, such as the School of Architecture, and then a College Service Fee returns a percentage for the operations of the College. This has streamlined the process and increased the transparency of finances to the sub-units and to the faculty.

SoA-Controlled Expense and Revenue Categories
The School of Architecture controls faculty salaries and wages (except for the initial appointment negotiation handled by the Dean within dollar parameters set by the School), adjunct teaching budget, graduate assistantships, student hourly wages, and non-personnel expenses (including travel, supplies, and membership dues). In terms of revenue, the School receives a pass-through of all dollars received by the College associated with the SoA. Revenues over which the School does not have control in setting include state base budget, soft funding (except through the University budget process), and benefits funding. Differential tuition rates (and therefore revenue) are set by the College as approved by the University and have been a point of discussion within the College Leadership Team. Student Credit Hour (SCH) Productivity revenue is associated with enrollment. Program Fees and Course Fees are controlled by the School. Due to the program's drop in enrollment, the dollars generated from these sources has decreased. Thankfully, State appropriated funding has increased approximately 25 percent since the previous visit in 2013 (from $1,542,801 to $1,943,500).

The last visiting team report discussed our DBB outreach program whose funding from the University had been reduced and whose University support was eliminated entirely in FY2016. The entire cost of the DesignBuildBLUFF program (faculty salaries/benefits, materials, operations and maintenance) is approximately $350,000 annually. Student-centered revenues (e.g. differential tuition, class fees) generate approximately $68,000 annually, and the program generates about $130,000 in gift support, leaving a shortfall of roughly $150,000 per year. As described above, the new Dean and Chair, together with the DBB Director, have been exploring various partnerships in relation to our design-build pedagogical initiative and anticipate a plan to be enacted in AY16-17 that is fiscally sound and furthers our academic goals.

Student Financial Support
Student support comes in the form of graduate assistantships, grant support, and scholarships and has been a major focus for the Dean of the College. In FY15 $94,500 was available for graduate assistantships. Due to a Dean's Initiative, in FY16 the School of Architecture has $144,000 available, supplemented with $20,000 from the CA+P and $20,000 from the University, in relation to a $10,000 reallocation requested of the School. Grant support for both undergraduate and graduate students stems from several faculty with grants providing student research positions. The School also has 8 endowed scholarships and 13 renewable firm-sponsored scholarships for a total amount of $116,000, plus $15,000 made available by the Dean through a matching program for new scholarships with the UofU Graduate

School. All in all, student support in the School has increased almost 33 percent from FY2015 to FY2016. Financial support for specific projects and opportunities for students in the accredited program is also available through other University channels, such as the Sustainability Office's Sustainable Campus Initiative Fund, the Office for Global Engagement Scholarships, and the LGBT Resource Center Scholarship Fund.

Faculty Financial Support
Faculty in the SoA have access to fellowship and grant funding through a variety of School, College, and University channels, as well as external funders. The SoA provides travel grants for faculty attending academic conferences in which they give a presentation. There is no stated cap for tenure-track faculty; tenured faculty receive up to $1,500 per academic year. In fall 2015, the College initiated an externally peer-reviewed $10,000 Scholarship Incentive Program (SIP) for faculty to support interdisciplinary scholarly work that furthers the vision of the College. This is in addition to professional development opportunities including conference travel support and scholarship workshops to be hosted by the College's new Associate Dean for Research and Community Engagement. University-level funding is available to faculty through multiple channels, including the University Teaching Committee's Teaching Grants and teaching awards such as the Early Career Teaching Award and the John R. Park Teaching Fellowship (http://academic-affairs.utah.edu/awards-nominations/university-teaching-committee/), the Lowell Bennion Community Service Center's Community Engaged Faculty Grants and Public Service Professorships (http://bennioncenter.org/faculty/development/awards.php), and intramural funding opportunities through the Vice President for Research, including the Faculty Research and Creative Grant and the Community Based Research Grant (http://research.utah.edu/grants/). The SoA faculty actively pursue these funding opportunities and have an excellent record of receiving teaching grants, fellowships, and awards.

I.2.3.A Pending Changes

Changes to Enrollment
The enrollment into the undergraduate major for fall 2015 portends a continuing decline in student enrollment in the accredited program for the next two to three years. To address this possibility, another initiative of the new Dean is to implement best practices in recruitment, admissions, matriculation, and advising. Resources (financial and human) have been dedicated to this effort, including a new full-time advisor and full-time recruiter/admissions officer. The new CA+P website launched in September 2015 is designed with the applying student in mind. Chair Locher has brought a renewed focus on the importance of faculty contact with prospective students and is planning numerous recruiting trips in AY16. The admissions process is being retooled to streamline it and make it more student-friendly. The increase in student financial assistance described above is aimed to increase yield, diversity, and quality in student admissions. Many of the new graduate assistantships will be used to recruit students for fall 2016 admission. Finally, our approach in the undergraduate program to admit for the junior year, as opposed to earlier in a student's academic career, places us at a competitive disadvantage to many of our PAC-12 competitors. This will be reexamined over the coming academic year, along with studying the effect of replacing the calculus pre-requirement with trigonometry.

Changes to Funding
The reduction in student numbers negatively impacts the revenue generated by differential tuition, course fees, and SCH productivity dollars. Paired with the fact that the University of Utah has one of the lowest graduate tuition levels in the PAC-12, this makes the delivery of a peer-competitive program difficult. Over the course of AY16, the College as a whole will be moving toward a mission-centered analysis of our expenditures in an effort to invest in those areas of need and excellence and to become more efficient in other areas. We have begun to see this approach with the reallocation of dollars to increase support for students and launching of the Scholarship Incentive Program for faculty.

Changes to Funding Model
The University is moving to a hybrid performance-based budgeting system on which the College Leadership Team is keeping a close eye. Depending on the eventual metrics selected, such a model may either provide opportunities for the College or place it at a budgetary disadvantage. At this time, the model is embryonic in description, and therefore it is too early to know the likely impact on the School's budget.

Pending Development Campaign

During the prior visit, the College had embarked upon a capital campaign for a 25,000 sf NetZero building addition at a projected cost of $25 million. After completing a feasibility study in 2011, the previous Dean launched a campaign aligned with the University's *Together We Reach* capital campaign which raised $1.65 billion. Unfortunately, the College's NetZero project only generated $200,000 in pledges in four years and therefore was concluded by Dean Diaz Moore. Now that the rapid growth in College programs has leveled, the Dean has decided to return to the initial problem identification related to outdated teaching and research spaces. Focusing on innovative modalities of instruction, the new approach to facilities is to focus on demonstration projects. First, the recently completed Multidisciplinary Design offices encourage collaboration among program faculty. Second, studio furniture is being reexamined with the piloting of new smaller desks in the 3rd floor North Studio. Third, the Dean plans to seek university and external support to transform rooms 228 and 229 into state-of-the-art collaborative learning spaces.

Additionally, the College is pursuing three interdisciplinary initiatives that we plan to tie into the next University capital campaign. The first focuses on community engagement, a true strength of the SoA and the College. The CA+P would like to create a Center for Community Engagement that employs public-interest design strategies to serve the people of the State of Utah. Current work supported by such a center includes our DesignBuildBLUFF program, the Westside Studio in City and Metropolitan Planning, and our various service-learning and community engagement projects in the School and the College. Second, with the strength of our Health Sciences campus, the College seeks to create a Center on Healthy Environments with a focus on lifespan design (e.g. children, the aging, differently-abled). Third, to capitalize on the Univers's strength in ecology, we wish to further develop our Ecological Planning and Design Center. Our vision for these centers is to be models of integrated scholarship, involving teaching, research, and service. The physical space needed to accommodate such centers would be folded into a University capital campaign.

I.2.4   Information Resources

Institutional Context for Library and Informational Services

The University of Utah operates on a centralized library model with the majority of collections housed and preserved in the J. Willard Marriott Library. Located next door to the College of Architecture + Planning building, the Marriott Library is conveniently situated and extremely popular among students and faculty. A complete renovation and seismic retrofitting in 2009 modernized the facility and improved the Library's ability to meet the wide variety of needs presented by its users.

The Katherine W. Dumke Fine Arts and Architecture Library, located on the second floor of the Marriott Library, offers unique spaces and resources for patrons studying the arts and architecture. Media editing stations, current periodicals, a dedicated 3,500-volume collection of rare books, and a regularly staffed reference desk make the library a destination for architecture and planning students. The Dumke library employs three full-time librarians with subject expertise, one paraprofessional, and three part-time workers, all of whom contribute to programming and collection development for users.

Collections and Services

In recent years, the J. Willard Marriott Library has shifted to a patron-driven acquisition approach. This strategy places an emphasis on purchasing materials that will be used by faculty and students and de-emphasizes the "purchase everything" model. Extensive outreach by subject librarians and a strong acquisitions team ensure that patrons have access to the materials that they need, when they need them. The nature of this new model requires acquisition monies to be more centralized than in the past. Selectors for each department can use pooled funds to purchase items based upon patron requests or their own professional expertise. In addition, the Marriott Library has a wide-reaching approval plan for architecture materials with Yankee Book Peddler, which automatically selects essential titles in the discipline for purchase. Separate funds and endowments also are set aside for database access, journal subscriptions, and rare books.

This dynamic model of collection development makes the best use of budgets and advancing technologies. Most items that are requested can be ordered, delivered, and placed on the shelves in a

matter of days. Electronic versions of materials are preferentially selected and can be made available almost immediately upon request. An active Interlibrary Loan department ensures that patrons have access to rare materials that the library cannot purchase and sends out many items from their own extensive collections.

The results of this strategy have been positive. The architecture collection continues to grow; and the influence of faculty, students, and staff ensure the use of the collection as well as its diversity. The library currently owns approximately 30,000 architecture books in print, 270 online (these are books cataloged in the NA, 720, and selected HT call ranges), and approximately 800 architecture-specific journal subscriptions. Additionally, collaboration between faculty members and librarians has created greater understanding and led to the purchase of new innovative resources and collections.

One recent and noteworthy acquisition is a professionally collected and curated materials collection housed within the Fine Arts and Architecture Library. Early in 2015 the library signed an agreement with the firm Material ConneXion to purchase a 1,500-piece collection of innovative materials together with ongoing access to their materials database. The Library expects the SoA students and faculty to be heavy users of the collection, and the purchase would not have been possible without SoA and CA+P faculty recommendation and advocacy. In short, the Marriott Library continues to be committed to and capable of providing the highest quality services and resources to the School of Architecture.

I.2.5   Administrative Structure and Governance

School of Architecture Administrative Structure
The School of Architecture is located in the College of Architecture + Planning, which also houses the Department of City and Metropolitan Planning. The Multidisciplinary Design Program currently is located within the SoA but functions mostly independently and soon will have division status and be a third department within the CA+P. The College of Architecture + Planning is one of 17 colleges at the University of Utah. The administrative structure is organized with the Associate Chair of the SoA reporting to the Chair, who also has an advisory SoA Leadership Team comprised of committee chairs and the Associate Chair. The SoA Leadership Team meets at least twice per semester. The Chair reports to the Dean of the College and is part of the CA+P Leadership Team, consisting of the three department heads and two Associate Deans, who meet monthly. The Chair also serves on the College Executive Committee, along with other department heads, the Associate Deans, center directors, the CA+P PR Specialist, the College Network Manager, the College Accountant, and the Dean. The Dean answers to the Senior Vice President for Academic Affairs, who is one of two Senior Vice Presidents reporting directly to President of the University. The President has a Cabinet made up of Vice Presidents and Special Assistants to the President. The President is accountable to the Board of Trustees, which reports to the Utah State Board of Regents. The Board of Regents is the governing body for the Utah System of Higher Education, which includes 10 public colleges and universities. A Carnegie Research I University, the University of Utah is the flagship institution of the Utah System of Higher Education. Descriptions of the membership and roles of the Board of Regents and the UofU Board of Trustees can be found at http://academic-affairs.utah.edu/faculty-handbook/utah-system-of-higher-education/. The Utah State Legislature empowers the Board of Regents to supervise the Utah System of Higher Education, and the Regents report to the Governor and Legislature.

Governance Opportunities
Because of the small size of our accredited program, faculty have many opportunities to be involved in governance, including participation in monthly faculty meetings, biannual retreats, and SoA committees (every tenured or tenure-track faculty member sits on at least two SoA committees), as well as serving as Curriculum Area Coordinators. The Chair and Associate Chair are available to meet with the faculty to discuss governance issues, as is the Dean.

The SoA Administrative Officer is the single staff person based at the University who serves only the SoA (two SoA staff members live onsite at our DesignBuildBLUFF campus). Other staff members who assist with SoA affairs are shared within the College. Staff opportunities for governance in the SoA include weekly meetings with the Chair and monthly meetings of the CA+P Staff Council. Select staff members (the CA+P PR Specialist and Network Manager) also sit on the College Executive Committee.

Student opportunities for governance in the SoA consist of elected positions on the Student Advisory Committee (SAC) and appointed positions on SoA committees, including Academic Culture and Outreach (ACOC); Admissions, Recruitment, and Diversity (ARDC); Curriculum; Retention, Promotion, and Tenure (RPT) Advisory; Policy and Grievance (P&G); and Search Committees. Additionally, students serve in leadership roles in the AIAS and on the Dean's Student Council. Less formal opportunities for involvement in governance include meeting with the Chair by appointment or at her monthly "Chat with the Chair" gatherings.

Opportunity Chart for Students, Faculty, and Staff
Please see the following link for the SoA organizational chart, which illustrates faculty, staff, and student opportunities for involvement in SoA governance, and the SoA committee membership and charges list: https://uofu.box.com/s/1j4jof6jykff1j7xk979jnvyjufs09zr (see APR 3-SoA Organization Chart 2015-16 and APR 3-SoA Committees and Charges). The organizational and committee charts also are available in the SoA Student Handbook (http://soa.cap.utah.edu/student-handbook/) on pages 20 and 22-27 respectively and the SoA Faculty and Staff Handbook (http://soa.cap.utah.edu/facultystaff-handbook/) on pages 23 and 24-31.

II.1.1   Student Performance Criteria

SPC Matrix
The matrix for the accredited degree program can be accessed here: https://uofu.box.com/s/1j4jof6jykff1j7xk979jnvyjufs09zr (see APR 3-SPC Matrix).

Realm C Pedagogy and Methodology
The pedagogy used by the SoA to address Realm C: Integrated Architectural Solutions is based on providing students with varied formats for the studio and co-curricular courses in the first three semesters of the M.Arch program, building up to the more student-driven Final Studio in the last semester. Prior to the Final Studio, studios and complementary courses are organized to give students an ever-expanding knowledge of and experience in research, integrated evaluations and decision-making design processes, and integrative architectural design. The Final Studio provides an opportunity for students to take the initiative to devise their own projects that synthesize a wide range of variables into integrated solutions.

The methodology for addressing Realm C starts with students being introduced to the many aspects involved in an integrated architectural solution. The combination of ARCH 6005 Grad I Session Studio 1 and ARCH 6060 Design Development allows students to investigate and understand specific aspects of an integrated solution, in particular those associated with C.2 Integrated Evaluations and Decision-Making Design Processes and C.3 Integrative Design. The "immersive experiences" afforded by clusters of studios and linked courses (as described in section 2: Coordination of Studio and Co-curricular Courses) emphasize the importance of research and the integration of ideas and knowledge from a variety of sources and systems. Students experience the process of solving real-world problems (usually with real clients) while integrating conceptual and technical information from the linked courses. The Graduate Semester Studio (ARCH 6015) provides students with an architectural program and site of a complex nature, requiring them to utilize all three aspects of Realm C (C.1 Research, C.2 Integrated Evaluations and Decision-Making Design Processes, and C.3 Integrative Design) toward an integrated solution. ARCH 6971 Final Studio is the culminating studio in the M.Arch sequence and is significantly more student-driven than previous studios. Site, program, and precedent research (including a site visit) are prepared prior to the studio in ARCH 6700 Professional Practice, providing time for additional research and thorough design integration during the studio. All three aspects of Realm C also are important elements of the Final Studio.

Methodology for Assessing Student Work
The methodology used for assessing student work in studio courses and some non-studio courses is based on both process and product, as well as a student's leadership and participation in group projects. Student work in some non-studio courses is assessed on specific products only rather than in combination with process. In either case, the learning outcomes for each course are articulated in the syllabus, and student work is evaluated against those learning outcomes and specific assignment-based rubrics. Both "high" and "low" pass student work must demonstrate meeting all the learning outcomes.

"High" pass work meets all or most of the outcomes at a very high quality, while "low" pass work meets the outcomes at a satisfactory level but shows room for improvement.

II.2.1   Institutional Accreditation

Accrediting Agency Letter
Please see the following link for a copy of the most recent accreditation letter from the Northwest Commission on Colleges and Universities (NWCCU): http://accreditation.utah.edu/wp-content/uploads/2015/02/Accreditation-Letter-2015.pdf.

II.2.2   Professional Degrees & Curriculum

Master of Architecture 2-Year
The Master of Architecture 2-year program requires students to have successfully completed an undergraduate degree in architectural studies that satisfies certain student performance criteria (please see APR 3-SPC Matrix, https://uofu.box.com/s/1j4jof6jykff1j7xk979jnvyjufs09zr). If students are lacking certain SPCs from their undergraduate degree programs, the curriculum is designed to allow for them to make up those SPCs through elective courses. Once admitted, these students are expected to complete 53 credit hours in four successive semesters (excluding summers). Our accelerated 2-year program offers four consecutive semesters, starting and ending with the summer semester. The accelerated program curriculum is designed to be able to be personally tailored to address any SPC deficiencies with which students may enter. For both the normal 2-year and the accelerated programs, 41 credit hours are required to be taken within the SoA while the remaining 12 credit hours may be taken outside of the department, provided they are equivalent graduate school credits. Many students use these 12 credits toward a certificate in the CA+P or dual degree. The required credits, as indicated in the table below, come from specific curricular areas such as communications, history/theory/criticism, structures, studios, technology, and professional practice. For a description of the graduate studios and their sequencing, please see the description of the pedagogy and methodology used to address Realm C above.

The Master of Architecture 3+ program is designed for those students with a bachelor's degree in a field other than architecture, who are seeking to obtain a professional graduate degree in architecture. The name "3+" refers to the three years of professional study in architecture plus a varying additional amount of study that might be required to complete prerequisite work, typically one summer, depending on the student's previous studies. In the University of Utah program, prerequisite work usually consists of course work in calculus and physics, which the student completes prior to admission and, following admission, a summer of intensive study immediately prior to three years of professional study. These students are required to complete 100 credit hours, typically in a summer and the following six semesters.

The beginning intensive summer program for the 3+ students contains an introductory studio concerned with issues of design process and basic architectural problems. Additionally, there is a course which focuses on the development of digital and analog graphic skills and a seminar introducing issues of architectural theory and practice. During the first year following the summer program, the 3+ student takes fundamentally the same series of courses that comprise the final year of the pre-professional (undergraduate) degree. The 3+ students remain as a cohort in the fall design studio and in the spring are fully matriculated with the undergraduate seniors. Upon successful completion of the first year of study, the following two years have the same curriculum as the M.Arch 2-year program.

Table showing the distribution of general studies, required professional studies, and optional studies

Undergraduate prerequisite courses	**No set semesters** (23-24 credits)			
	ARCH 1615 Introduction to Architecture (3)			
	ARCH 1630 Architectural Graphics or ART 1020 Basic Drawing (3)	MATH 1210 Calculus (4)		
	ARCH 2630 Architectural Design Workshop (3)	PHYS 2010 Physics I (4)		
	ARCH 2632 Advanced Architectural Design Workshop (3)	PHYS 2020 Physics II (4) or other accepted course, such as ARCH 2611 Design of the Built Environment (3)		
Bachelor of Science in Architectural Studies	**Major 1 Fall** (14 credits)	**Major 1 Spring** (14 credits)	**Major 2 Fall** (14 credits)	**Major 2 Spring** (14 credits)
	ARCH 3010 Architectural Design Studio I (5)	ARCH 3011 Architectural Design Studio II (5)	ARCH 4010 Architectural Design Studio III (5)	ARCH 4011 Architectural Design Studio IV (5)
	ARCH 3050 Communications I (3)	ARCH 3052 Communications II (3)	ARCH 4270 Architectural Theory and Criticism (3)	ARCH 4112 Site Planning (3)
	ARCH 3210 Survey of World Architecture I (3)	ARCH 3211 Survey of World Architecture II (3)	ARCH 4311 Structures II (3)	ARCH 4372 Building Technology (3)
	ARCH 3371 Materials and Construction (3)	ARCH 3310 Structures I (3)	ARCH 4350 Environmental Controls (3)	ARCH 4850 The Human Dimension (3)

		Summer 3+ (13 credits)	Fall 3+ (14 credits)	Spring 3+ (17 credits)
Master of Architecture 3+ (year 1)				
		ARCH 6012 Intensive Architectural Design Studio (6)	ARCH 6010 Architectural Design Studio IIIG (5)	ARCH 6011 Architectural Design Studio IVG (5)
		ARCH 6055 Intensive Architectural Communication(4)	ARCH 6210 Survey of World Architecture I (3)	ARCH 6112 Site Planning (3)
		ARCH 6275 Intro to Architectural Theory (3)	ARCH 6350 Environmental Controls (3)	ARCH 6211 Survey of World Architecture II (3)
			ARCH 6371 Materials and Construction (3)	ARCH 6310 Structures I (3)
				ARCH 6372 Building Technology in Architectural Design (3)
	Grad 1 Fall (12-15 credits)	**Grad 1 Spring** (11-14 credits)	**Grad 2 Fall** (11-14 credits)	**Grad 2 Spring** (11-15 credits)
Master of Architecture 2-Year and 3+ (years 2 & 3)				
	ARCH 6005 Graduate Studio: Architectural Design, session I (3)	ARCH 6016 Elective Graduate Studio: Immersive semester (5)	ARCH 6015 Graduate Studio: Semester (5)	Arch 6971 Final Studio (5-6)
	ARCH 6005 Graduate Studio: Architectural Design, session II (3)	History/Theory/Criticism course connected to studio (3)	ARCH 6700 Architectural Professional Practice (3)	ARCH 6701 Applied Architectural Practice (3)
	ARCH 6060 Design Development (1.5)	Technology course connected to studio (3) or other required or elective course	Required or elective course (3)	Required or elective course (3)

Master of Architecture 2-Year and 3+ (years 2 & 3) (con't)	ARCH 6311 Structures II (3): <u>required for 3+ students only</u>	(Required or elective course (3), as needed)	(Required or elective course (3), as needed)	(Required or elective course (3), as needed)
	Required or elective course (1.5-3)			
	Required or elective course (3)			
	(Required or elective course (3), as needed)			
Master of Architecture 2-Year Accelerated	**Grad 1 Summer** (11-14 credits)	**Grad 1 Fall** (12-15 credits)	**Grad 1 Spring** (11-17 credits)	**Grad 2 Summer** (9-15 credits)
	ARCH 6015 Graduate Studio (5)	ARCH 6005 Graduate Studio: Architectural Design, session I (3)	ARCH 6016 Elective Graduate Studio: Immersive semester (5)	Arch 6971 Final Studio (5-6)
	Required or elective course (3), as needed	ARCH 6005 Graduate Studio: Architectural Design, session II (3)	History/Theory/Criticism course connected to studio (3)	ARCH 6701 Applied Architectural Practice (3)
	Required or elective course (3), as needed	ARCH 6060 Design Development (1.5)	Technology course connected to studio (3) or other required or elective course	(Required or elective course (3), as needed)
	(Required or elective course (3), as needed)	ARCH 6700 Professional Practice (3)	(Required or elective course (3), as needed)	(Required or elective course (3), as needed)
		Required or elective course (1.5-3)	(Required or elective course (3), as needed)	
		(Required or elective course (3), as needed)		

Concentrations in the Accredited Degree Program
The three concentrations that students may elect to pursue for either the M.Arch 2-year or M.Arch 3+ accredited degree are:
- a graduate Certificate in Historic Preservation,
- a graduate Certificate in Real Estate Development, and
- a graduate Certificate in Urban Design.

Students also have the opportunity to complete the following dual degrees:
- a Master of Architecture/Master of Science in Architectural Studies with additional coursework in the CA+P and other colleges,
- a Master of Architecture/Master of Business Administration degree with additional coursework in the School of Business, and
- a Master of Architecture/Master of Real Estate Development degree with additional coursework in the School of Business.

Minimum Required Semester Credit Hours
The minimum number of semester credit hours required for each semester of the M.Arch 2-year are:
- Grad 1 fall: 12 credit hours (15 is typical)
- Grad 1 spring: 11 credit hours (14 is typical)
- Grad 2 fall: 11 credit hours (14 is typical)
- Grad 2 spring: 11 credit hours (11 is typical)

The minimum number of semester credit hours required for each semester of the accelerated M.Arch 2-year are:
- Grad 1 summer: 11 credit hours (14 is typical)
- Grad 1 fall: 12 credit hours (15 is typical)
- Grad 2 spring: 11 credit hours (14 is typical)
- Grad 2 summer: 9 credit hours (11 is typical)

The minimum number of semester credit hours required for each semester of the M.Arch 3+ are:
- 3+ summer: 13 credit hours (13 is typical)
- 3+ fall: 14 credit hours (14 is typical)
- 3+ spring: 17 credit hours (17 is typical)
- Grad 1 fall: 12 credit hours (15 is typical)
- Grad 1 spring: 11 credit hours (14 is typical)
- Grad 2 fall: 11 credit hours (14 is typical)
- Grad 2 spring: 11 credit hours (11 is typical)

Off-campus Program
The SoA has one off-campus program, DesignBuildBLUFF (DBB), a semester-length graduate program based in the town of Bluff in southeastern Utah. The facilities and resources consist of a historic home (with kitchen, sleeping, bathing, living, and meeting spaces), student sleeping quarters, a bathhouse, and a workshop with tools for wood and metal fabrication. Students who choose to participate in DBB spend the spring semester of their G1 year in Bluff. Every fourth week, some students return to Salt Lake City to collect material donations and prepare materials for construction. Students participating in DBB are required to complete two courses at the UofU in the fall semester prior to their semester in Bluff:
- ARCH 6115 Special Program Preparation (3)
- ARCH 6816 Public Interest Design Build (3)

The course requirements offered in Bluff are:
- ARCH 6018 DesignBuildBLUFF Studio (5)
- ARCH 6236 Cultures and Architecture of the Southwest (3)
- ARCH 6370 Advanced Technology: Construction (3)

Other Degrees Offered in the School of Architecture
Other degrees offered in the School of Architecture are:
- Master of Science in Architectural Studies
- Honors Bachelor of Science in Architectural Studies
- Bachelor of Science in Architectural Studies
- Honors Bachelor of Science in Multidisciplinary Design
- Bachelor of Science in Multidisciplinary Design

II.3   Evaluation of Preparatory Education

Admission Requirements and Decisions Policies
Students who have undergraduate pre-professional degrees in architecture from the University of Utah or other institutions with a NAAB-accredited M.Arch program or students from international 5-year Bachelor of Architecture programs who are applying into our two-year M.Arch program must meet specific requirements to be considered for admission, as noted on the SoA website (http://soa.cap.utah.edu/master-of-architecture/). These requirements are: 1) the satisfactory completion of a pre-professional undergraduate degree, 2) a cumulative undergraduate GPA of 3.0 or better, and 3) the completion of the general test (verbal, quantitative, and analytical) of the Graduate Record Exam (GRE). In addition to the items noted above, applicants must submit the following required admission materials (also noted on the above website) by January 1st: 1) an essay of motivation, 2) three letters of recommendation (with at least two from studio professors, the third can be from an employer or member of the professional community), 3) a full resume, 4) a digital portfolio, 5) an unofficial transcript from each institution attended (official transcripts are required upon admittance), 6) an online graduate admissions application, and 7) an application fee.

For students who wish to enroll in the M.Arch 3+ program and who have undergraduate degrees in subjects other than architecture or B.A. or B.S. degrees in architecture from universities without NAAB-accredited M.Arch programs, the admissions requirements are noted on the SoA website: http://soa.cap.utah.edu/3-m-arch/. Applicants must demonstrate that they have successfully completed or will successfully complete by the time of admittance: 1) a Bachelor's degree from a regionally-accredited college or university with an undergraduate GPA of 3.0 or better, 2) course work in calculus and physics (the equivalent of Calculus I (including integration and differentiation) and General Physics I and II), and 3) the general test (verbal, quantitative, and analytical) of the Graduate Record Exam (GRE). 3+ applicants also must submit the following required admission materials (noted on the above website) by January 1st: 1) an essay of motivation, 2) three letters of recommendation (with at least one from a professor, the other two can be from employers or members of the professional community), 3) a full resume, 4) a digital portfolio, 5) an unofficial transcript from each institution attended (official transcripts are required upon admittance), 6) an online graduate admissions application, and 7) an application fee.

Evaluation Process of Preparatory or Pre-professional Education
Submitted application materials are coordinated by the SoA Administrative Officer/Graduate Advisor, who together with the Chair of the Admissions, Recruitment, and Diversity Committee (ARDC) reviews the files for completeness. If materials are missing, the applicant is notified by the Administrative Officer and requested to submit the missing materials in a timely manner. Applications that initially are incomplete are reviewed by the ARDC, provided that all materials are received prior to the early March posting of letters of acceptance, waitlist, and rejection. In special circumstances, applications may be reviewed after acceptance letters have been posted. Completed applications initially are reviewed by the Chair of the ARDC, who executes a ranking of the applicants by 1) total GPA, 2) GPA within the architecture major, 3) GRE score, and 4) personal achievements and characteristics (PA&C). The PA&C factor pertains to a viewpoint; experience; racial, ethnic, or gender background; or other extraordinary circumstance that differs from the majority of our students and can contribute to a culturally and intellectually diverse learning community. A student's resume, transcripts, and essay of motivation are used to determine this ranking. The PA&C factor allows for a holistic admissions process that directly correlates to the UofU's admissions standards (http://admissions.utah.edu/apply/undergraduate/admission-standards.php).

After the ARDC Chair completes the initial ranking, committee members individually review and score each applicant's portfolio, essay of motivation, and letters of recommendation. The ARDC Chair then

compiles all the scores along with the initial rankings in a single spreadsheet and calculates a final comprehensive ranking. Students who scored particularly high or low in each separate category are noted. The ARDC Chair provides this comprehensive ranking, along with recommendations for admission, admission with advanced standing (for 3+ students only, described in the paragraph below), marginal, and rejection to the SoA Chair. The SoA Chair reviews the admissions materials of students who are marginal and makes the final admissions decisions.

For students admitted into our 2-year program from NAAB-accredited institutions other than the University of Utah, the SoA Administrative Officer requests syllabi for all courses taken at their previous universities that will be used to meet prerequisites for our program. The syllabi are reviewed by the ARDC Chair and the faculty who teach in those areas for equivalent content and satisfaction of NAAB requirements. If the ARDC Chair and consulting faculty are unsure of the equivalency, the student is required to provide examples of work from the course. If the course is deemed equivalent, the associated material and resulting decision by the ARDC Chair are noted in the student's file. If the course is deemed inequivalent, the student is required to make up the missing content by enrolling in an appropriate course within our program and passing with a satisfactory grade (B- or better). Advanced standing is not an option in the M.Arch 2-year program. In the 3+ program, a student may qualify for advanced standing (which eliminates the requirement for taking courses during the initial summer semester), if the student produces a portfolio of studio work that proves advanced understanding of architectural design. Such students are not required to take the initial 6-credit summer studio but must complete all other requirements for the 3+ program. Course equivalency, inequivalency, advanced standing, and all related documentation are recorded in the student's admission file.

II.4 Public Information

Public Documents
Please see the list of URLs provided below for links to the required public informational documents noted in Part II section 4 of the 2014 NAAB Conditions for Accreditation.
- Statement on NAAB-Accredited Degrees: http://soa.cap.utah.edu/accreditation/
- Access to NAAB Conditions and Procedures: http://soa.cap.utah.edu/accreditation/ (see NAAB Accreditation)
- Access to Career Development Information: http://soa.cap.utah.edu/students/careers/
- Public Access to APRs and VTRs: http://soa.cap.utah.edu/accreditation/ (see Visiting Team Report 2007 and 2013)
- ARE Pass Rates: http://soa.cap.utah.edu/accreditation/ (see APR Pass Rates by Schools)
- Admissions and Advising: http://soa.cap.utah.edu/ (see Admissions)
- Student Financial Information: http://soa.cap.utah.edu/ (see Fees/Tuition and Financial Assistance links from Admissions tab)

III.1.1 Annual Statistical Reports

The Annual Statistical Data Verification
The letter verifying that the Annual Report data submitted to the NAAB since 2013 is accurate and consistent with other reports is available here: https://uofu.box.com/s/1j4jof6jykff1j7xk979jnvyjufs09zr (see APR 3-Institutional Analysis 2015 NAAB Accreditation Certification)

III.1.2 Interim Progress Reports

All interim progress reports since the 2013 visit are provided by the NAAB.

Section 4   Supplemental Material

Course Descriptions
Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program are located here: https://uofu.box.com/s/1j4jof6jykff1j7xk979jnvyjufs09zr, see APR 4-Course Descriptions.

Studio Culture Policy
The School of Architecture studio policy can be found here: http://soa.cap.utah.edu/students/student-policies/.

Self-Assessment Policies and Objectives
The University of Utah requires graduate programs to complete an in-depth self-study as part of a review by Graduate Council every seven years. The role of the Graduate Council is detailed here: http://regulations.utah.edu/academics/6-001.php. The Graduate Council Review Procedures Manual can be accessed here: http://documents.gradschool.utah.edu/redbook. Specific procedures and objectives for departmental self-study can be found on pages 8-17.

The Office of Undergraduate Studies works with departments to develop course learning outcomes and methods to assess them – see: http://ugs.utah.edu/program-assessment/index.php.

The School of Architecture self-assessment practices are described in detail in section 1.I.1.6 Assessment.

Academic Integrity Policies for Students
University policies on academic integrity for students, the Code of Student Rights and Responsibilities ("Student Code"), can be accessed here: http://regulations.utah.edu/academics/6-400.php. The Student Code also can be accessed through the SoA website: http://soa.cap.utah.edu/students/student-policies/. The SoA Studio Culture Policy also includes academic integrity: http://soa.cap.utah.edu/students/student-policies/.

Information Resources Policies
Information resources policies can be found at: http://regulations.utah.edu/it/4-002.php. Collection development policies are located at http://lib.utah.edu/collections/collection-development/, with additional information and links available at http://lib.utah.edu/collections/development.php.

EEO/AA Policies and Procedures
The University of Utah's policies and procedures relative to EEO/AA for faculty, staff, and students can be found on the website of the Office of Equal Opportunity and Affirmative Action: http://oeo.utah.edu/. Additionally, human resources policies (http://regulations.utah.edu/human-resources/index.php) for equal opportunity and non-discrimination employment, etc., are included in the University Regulations Library (http://regulations.utah.edu/). The University's policies relative to EEO/AA also can be accessed through the SoA website: http://soa.cap.utah.edu/students/student-policies/ and through the online Faculty and Staff Handbook (p. 38): http://soa.cap.utah.edu/student-handbook/ and http://soa.cap.utah.edu/facultystaff-handbook/.

Human Resource Development Policies
Policies regarding human resource development opportunities also are included in the University Regulations Library (http://regulations.utah.edu/). Policies on sabbatical and academic (research) leaves can be found at: http://regulations.utah.edu/academics/6-314.php. Scholarly achievement policies are addressed here: http://regulations.utah.edu/academics/6-300.php.

Faculty Appointment, Promotion, and Tenure Policies, Procedures, and Criteria
The University policies on retention, promotion, and tenure (RPT) are located in the University Regulations Library here: http://regulations.utah.edu/academics/6-303.php. The College of Architecture + Planning RPT policies can be accessed at: http://www.cap.utah.edu/rpt-guidelines/.

Offsite Program Questionnaire
The response to the Offsite Program Questionnaire can be accessed here: https://uofu.box.com/s/1j4jof6jykff1j7xk979jnvyjufs09zr, see APR 4-Branch Campuses Questionnaire.