Graduate Council Program Review 2018-19
School of Architecture

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1.   Program Overview

1.1   Program mission and organization

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 then appointed 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).

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 and social equity, cutting edge technology and innovation, student empowerment, design-build, environmental resilience, 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; Prescott Muir, FAIA, as Chair in 2009; and Stephen Tobler, AIA, in 2010. 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 15 state and regional AIA design awards. Stephen Tobler is the principal of Stephen Tobler Architects based in Portland, OR.

The current Dean, Dr. Keith Diaz Moore, AIA, continues to promote design excellence in architectural practice with the commencement of the annual Dean's Distinguished Lecturer in fall 2015, with Billie Tsien, FAIA, partner at Tod Williams Billie Tsien Architects, giving the inaugural lecture. Subsequent Dean's Distinguished Lecturers have been Maurice Cox, architect and Planning Director for the City of Detroit, in 2016, and Bruce Mau, Canadian designer and educator based in Toronto, in 2018.

Community Engagement and Social Equity
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; and present and past directors of ASSIST have taught as adjunct faculty in the SoA.

Today, the College offers every student an opportunity to serve communities both locally and nationally in our undergraduate and graduate level programs. The School has generated a long list of public-interest-driven graduate studios that elevate Utah's campus-wide commitment to community engagement, e.g., Women's Garden Shelter, North Temple Shelter (for the Unsheltered), Tibetan Community Center, Home for LGBT Youth, Home for Alzheimer's Patients, Hartland Living and Learning Center, Hartland Partnership Center, Utah Refugee Welcome Center, Park City Workforce Housing, Community Art & Live Work Center, Community + Arts Library, Flux Memorial/Tsunami Detection Center, and Tohoku Tsunami Center. We also offer special programs like

Chicago Lab, which gives students the opportunity to work with underrepresented communities in Chicago in the summer.

In addition, in our 2016 Accreditation the School of Architecture received the ranking of "Met with Distinction" in the areas of "Cultural Diversity and Social Equity" and "Community and Social Responsibility" in recognition of courses such as Human Dimensions-Gender, Race, and Queer Theory developed and taught by Associate Professor Lisa Henry Benham. 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 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.

In 1993, Associate Professor Julio Bermudez, PhD, was hired to continue the development of innovation in the field of digital technology and design. Bermudez and Associate Professor Jim Agutter developed a body of interdisciplinary scholarly work, which eventually became the foundation for the innovative Multi-Disciplinary Design (MDD) Program. Directed first by Jim Agutter, the program was awarded the ability to offer a minor in 2011 and then the Bachelor of Science in Design (BSD) degree in spring of 2013. The first cohort of 12 students was accepted in the major in the fall of 2013, and the first class of BSD students graduated in 2015. Adding to the faculty ranks, Assistant Professor Elpitha Tsoutsounakis was awarded a career-line appointment in the spring of 2014, and Associate Professor Cord Bowen was hired as the second director of MDD in 2016.

Conceived as an interdisciplinary educational experience, the MDD Program uses physical and digital product and platform design as a vehicle to investigate design research, human-centered design principles, interface development, articulation of product forms, materials, and digital manufacturing principles. The program has continued to grow and now has one tenured, three career-line and numerous adjunct faculty. The program will seek departmental status in the next few years, as it continues to grow and increase the number of tenured and tenure-track faculty.

Expanding the SoA's proficiency in digital technology and design, in 2015 the School hired Associate Professor Rima Ajlouni, PhD, an expert in using digital technology as a multidisciplinary research tool. The School's emphasis on technology and innovation through collaborations with research partners, including the Kajima Corporation (until 2004) and Oldcastle Building Enclosure, led to co-developing research and teaching workshops in computer-aided design software, especially BIM (building information modeling). The College also is spearheading an effort, along with the Marriott Library, to explore campus-wide initiatives in the area of digital fabrication. In the spring of 2018, we opened our new Fab Lab, an expansion of our wood and metal shop focused on digital fabrication and featuring a new large-format CNC machine.

Another outgrowth of our collaboration with the Marriott Library is a major role in the development of the Digital Matters Lab, which is a site in the library for exploring emerging technologies and considering issues in the digital humanities.

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 two-year and 3+ tracks), and a post-professional Master of Science in Architectural Studies (MSAS) degree. The MSAS program was started in 1992-93 and currently is directed by Professor Robert Young, PhD. It features concentrations in historic preservation, architectural technology, and project delivery. The SoA currently has limited admission to the MSAS program while we complete the transition to our new curriculum and determine the new focus areas for the MSAS. Additionally, two dual degrees are offered – M.Arch/MSAS and M.Arch/MRED (a joint M.Arch/MBA also was offered through 2016) – and several interdisciplinary certificate programs designed to acknowledge our students' chosen field of expertise (Historic Preservation, Real Estate, and Urban Design). An interdisciplinary graduate certificate in Community Engagement currently is being developed.

In 1992 William C. Miller, FAIA, was named Dean. 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 a program of firm-sponsored scholarships, which the current administration continues to develop. The School also has created an ongoing mentoring program with AIA Utah, and the local chapter of Women in Architecture (WIA) coordinates events and speed mentoring sessions with our students. Both the AIA and WIA offer annual scholarships as well. The connection to the professional community is further enhanced by a new studio space within the AIA Utah office in downtown Salt Lake City. This is the first such partnership in the U.S. and represents an exciting opportunity to hold architecture studios in a professional setting near the communities we wish to serve on the west side of Salt Lake City.

In 2014 Dean Diaz Moore crafted a Dean's Student Council (StuCo) with representation from all degree programs and all levels within the College, and in 2015 the Chair of the School of Architecture, Mimi Locher, created the SoA Leadership Team including undergraduate and graduate architecture students. These two groups formalized a continued commitment to the active role of students in CA+P and SoA governance.

Design-Build
Dean Miller also reestablished the SoA's service and design-build activities 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 José Galarza, LEED AP, 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 290 students have taken part in the DBB program, which has completed 22 projects and received 15 national and 5 local design awards.

The success of our DBB program has inspired the School to offer an additional design-build program based locally in Salt Lake City, as well as to develop additional immersive programs in other areas, such as urban design and historic preservation. Associate Professor Jörg Rügemer developed and piloted the Design Build Salt Lake program (DBSL) in 2017-2018, with an initial cohort of 9 students. This program is focused on building highly energy-efficient affordable housing in Salt Lake City with an emphasis on innovative sustainable construction methods and materials. In addition, the School has created an Immersive Experience Committee to establish criteria for the development

and evaluation of immersive programs to ensure that every graduate student has an opportunity to participate in an immersive academic experience.

Environmental Resilience

In 2002, the University selected Brenda Case Scheer, FAIA and FAICP, as its first female 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 and received its initial three-year Planning Accreditation Board (PAB) accreditation in 2011. In 2014, CMP received a full seven-year accreditation of its professional master's degree, launched an innovative undergraduate degree in Urban Ecology, and developed a PhD 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 shared graduate certificates in Historic Preservation, Real Estate Development, and Urban Design. The development and implementation of the Community Engagement certificate will further strengthen our ties to CMP, as well as our commitment to serving our local and regional communities.

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 Collaborative (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. 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 125 students, with 60% as funded research assistants. The 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. In 2017, the Ecological Planning Center changed its name (and mission) to include design. The Center for Ecological Planning and Design (CEPD) now houses ITAC and is the hub for research and community projects related to sustainability and resilience.

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 two exceptional history/theory/criticism (HTC) faculty members during his tenure as Chair, Associate Professor Ole Fischer, PhD, and Assistant Professor Shundana Yusaf, PhD. 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. Muir also hired three new faculty members in the area of design, Associate Professor Erin Carraher, AIA; Associate Professor (Clinical) Steven Tobler, AIA; and Professor (Clinical) Dan Hoffman, AIA. They all are equally committed to excellence in design and strengthening the SoA's culture of making and design excellence.

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 + Planning and continued the activity 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 January 2014 Interim Dean Bartholomew appointed Associate Professor Mira "Mimi" Locher, FAIA, to the newly-defined Associate Chair position, charged with readying the SoA for its 2016 National Architectural Accrediting Board (NAAB) accreditation, and in 2015 Diaz Moore appointed Locher as the first female Chair of the SoA. Locher continues to uphold the seven Core Values of the University with a particular focus on service through community engagement and global citizenship. In addition, Associate Professor Lisa Henry Benham was appointed to the Associate Chair role in 2015. Following a very successful NAAB accreditation process in 2016, in which the school received a full eight-year term, Locher and Henry Benham have led the full faculty in a two-year process to respond to the College's new vision by designing a new integrated curriculum that is reflective and dynamic. The faculty continues to explore the challenges of the discipline—social equity, global citizenship, ecological resilience—and how these challenges redefine design excellence.

The new curriculum is focused on the processes and integration of design, research, and critical creative thinking to better reflect the necessary transformation of architectural practice. The SoA faculty is envisioning progressive pedagogies that equip our students with a new way of thinking about architecture and the skills and knowledge that give them a unique kind of agency. The reimagined curriculum makes meaningful connections between our different areas of instruction: design, history/theory/criticism, building technology, communications, and professional practice, through the design of an innovative sequence of integrated courses taught collaboratively to illustrate the connections between areas of instruction and the importance of each area for the ethical practice of architecture. In addition, the curriculum integrates the College and the School's mission and ethical framework in a transparent way. At the heart of the new SoA curriculum 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 SoA 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 SoA's approach and directly connect our approach to the CA+P's Four Commitments:

- 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.

1.2   Program 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, strategic goals, and core values of the University (see https://president.utah.edu/universitystrategy/) 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.

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 Departments Chairs and Directors) 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 CA+P's and SoA's long range plan. Additionally, the National Architectural Accrediting Board's five Defining Perspectives – Collaboration and Leadership, Design, Professional Opportunity, Stewardship of the Environment, and Community and Social Responsibility (https://www.naab.org/wp-content/uploads/01_Final-Approved-2014-NAAB-Conditions-for-Accreditation.pdf) 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 August 2015 retreat. The revised long range planning document can be found in Appendix I. The following CA+P SMART goals were identified as primary for the SoA in the 2015-18 academic years. The text following each goal explains the actions taken by the CA+P and SoA to meet these goals. (The next round of SMART Goals will be developed during the 2018-19 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 developed a number of new initiatives to address recruitment and retention, including a comprehensive regional recruitment plan (see CA+P Recruitment Plans in Appendix I), 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. (Goals 2 and 3 have been met and are discussed in Section 1.3 [see #2 and #3 under Recommendation 1], as are details regarding Goal 6 [see #4 under Recommendation 1].)

SMART Goal 4: Implement a meaningful set of interdisciplinary learning experiences for our students by fall 2016.

The CA+P initiated this effort during the first week of the fall 2015 semester with 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 were displayed. Teams designed sacred spaces celebrating the historic fresh water spring at Salt Lake City's Artesian Well Park.

The charrette experience has become an annual event, with the fall 2016 focus on Aging, and students creating short videos to reflect their research on the topic, and in 2017 students researched Affordable Housing and produced posters. In the 2018-19 academic year, the all-College charrette will take place in the spring semester to better accommodate fall student orientations.

In fall 2017, the CA+P debuted a new Design Foundations curriculum, which is a set of three entry-level undergraduate courses that are required for all students planning to major in one of the three majors in the CA+P (architecture, multi-disciplinary design, and urban ecology). These courses not only provide students with a broad foundation in our disciplines, they also create a strong cohort experience that we hope will continue through the students' graduate years.

SMART Goal 5: By Spring 2016, have a plan for building upon and advancing the core mission of DesignBuildBLUFF (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. To this end, DBB Director José Galarza has been working 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 for Research and Community Engagement (ADRCE) in 2015, a position he held until his departure to become the Director of the School of Design and Construction at Washington State University. In the ADRCE role, he guided 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. (With Ryan Smith's recent departure, the Associate Dean for Research and Community Engagement

position currently is not filled. Dean Diaz Moore plans to request funding for a new line to fill this position in the next budget cycle.)

In 2017 Associate Professor Jörg Rügemer developed the Design-Build Salt Lake (DBSL) program to serve the local community and also provide a local alternative to DBB for students who are interested in design-build but are unable to spend a semester in Bluff, UT. The first design project is a collaboration with the Salt Lake City government, a set of three highly energy-efficient affordable houses on a single plot. After construction, the City will sell the houses but maintain ownership of the land as a community land trust, a new model for Salt Lake City. Currently the DBSL students are working under a licensed contractor on the construction of multiple units of affordable housing in Kearns, UT, in conjunction with Habitat for Humanity. As we move into the second year of our new curriculum (2019-2020), students will begin the DBSL experience by working on the construction of the previous year's design during the summer and then will complete the design of the subsequent project during the fall semester.

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 recently has made significant changes in our learning spaces, including the implementation of smaller desks in our studio spaces, the replacement of sofas with tables and chairs on the second floor balcony, the conversion of a computer lab into a flexible classroom, and the reconfiguration of the lower level central space to include a café, student success center, fabrication lab, and studio teaching spaces.

The smaller studio desks free up space in the studios for groups of tables that are used as collaborative working areas. These collaborative areas are used for group discussions, model-making, etc., and are a welcome addition to the studios. Students also now can meet in small groups on the second floor balcony (outside the College office), where tables and chairs replaced some of the sofas that previously occupied the space, as well as in the new Brio café space on the lower level, which includes informal study spaces with individual and group seating.

Additionally, Room 128 was transformed from a computer lab into a multi-media teaching space with three digital projectors, a magnetic white board wall, five large format monitors, and tables and chairs on casters. The room can be configured in many different ways, allowing both traditional classroom teaching and innovative methods. In the central space of the lower level, a new fabrication lab with a large format CNC mill has been created, increasing the SoA's capabilities in digital fabrication. Once

construction is complete, students also will have access to our Student Success Team of advisors in a new Student Success Center in the southwest corner of that space.

1.3   Previous review and actions

See Appendix A for previous Graduate Council summary report, memorandum of understanding, and subsequent follow-up reports.

Actions taken since the 2016 follow-up report to the Memorandum of Understanding derived from the 2011-12 Graduate Council Review are shown below, based on the original list of recommendations from the MoU.

Recommendation 1: An updated, program-specific five-year strategic plan that incorporates the newly devised mission statement and also includes program goals and objectives should be completed as planned. This strategic plan should be based on input from all faculty and be revisited annually to assess progress towards the established objectives and goals.

In the 2016 update, the recommendation was noted as fully addressed in a sustainable manner. The update noted seven major goals of the 2015 School of Architecture strategic plan, which are listed below, along with a report of the progress made on each goal.

1. *Re-imagination of the undergraduate and graduate curricula.*

   The curriculum re-imagination process begun in fall 2016 and facilitated by the Center for Teaching and Learning Excellence (CTLE) has resulted in innovative new teaching and learning methods for both our undergraduate and graduate curricula. Led by Pam Hardin of CTLE, Associate Chair Lisa Henry Benham, and Chair Mimi Locher, the full faculty of the School of Architecture have met monthly since fall 2016 to determine the degree of curriculum change we want, establish our values as a School of Architecture, and develop an ethical framework for the curricula. The faculty determined that the best course of action was a complete curriculum re-imagination, one that would build on the integrated courses we developed prior to our 2016 NAAB accreditation. We agreed, as a full faculty, to develop and teach courses in a collaborative manner and where possible to integrate coursework within our varied topics areas (building technology, communication, design studio, history/theory/criticism, and professional practice). The process is ongoing, with the Chair and Associate Chair leading monthly summer teaching training workshops for adjunct faculty to learn about the curriculum as well as important teaching principles, such as

designing transparent assignments, developing learning objectives, and creating grading rubrics. Current results and curriculum process documentation are documented in Appendix J.

2. *Increase the number of students receiving assistantships, internships, and other compensated professional experiences by 50 percent by AY2018.*

   Since spring 2016, we have been able to add $30,000 to fund seven new Graduate Assistantships. For the 2018-19 academic year, 93% of students requesting a TA or GA position were awarded at least a one-semester position, with 30% of those students awarded a TA or GA position both semesters and another 30% awarded a TA or GA position one semester and a scholarship the second semester. (Students who did not receive TA or GA positions had GPAs below the minimum threshold.) This is up from 75% of students who requested a TA or GA position receiving a position in 2016-17.

3. *Raise the average ACT of admitted undergraduate students to 24.5 or higher by 2017 and 25.0 by 2019.*

   This goal has been met ahead of schedule – the average ACT score for admitted Design Foundations (freshmen) students in fall 2018 was 25.8.

4. *Increase external support (gifts, grants, contracts) [in the College] 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.*

   While we see great improvement in recruitment and retention of students in our undergraduate program (see #5 below), graduate application numbers have continued to be below our expectations. While this mirrors national trends, we feel that we offer both exceptional value and outstanding academic opportunity for graduate architecture education and can leverage this to attract more students from both within and outside of Utah. To this end, the CA+P has engaged a recruitment consulting firm to raise graduate application numbers for both the Master of Architecture and Master of City & Metropolitan Planning degree programs. The goal for spring 2019 is a 20% increase of applicants, with an eye to increasing applicant diversity.

   In order to support current students and the expected increase in new students, it is imperative to continue to build our resources for student support. Semester-length Teaching Assistantships, Graduate Assistantships, and scholarships

typically are offered at the amount that triggers the Tuition Benefit Program (currently $3,875). Graduate Assistant positions are used mostly for recruitment – to attract high-quality out-of-state students to the 3+ and two-year programs.

Since Dean Diaz Moore's arrival in fall 2014, we've seen an increase in funding for TA and GA positions from $94,500 in FY15 to $144,000 and have added another $30,000 since that time. The SoA has eight endowed scholarships and 13 renewable firm-sponsored scholarships for a total amount of $131,000 (including $15,000 first made available by the Dean in FY16 through a matching program for new scholarships with the UofU Graduate School).

With the hire in 2017 of a full-time Director of Development, progress in development and advancement has proceeded well, although the $2 million goal for external support remains elusive (the CA+P has averaged just over $880,000 in gifts, grants, and contracts per year for the last 4 financial years). However, specific to the SoA, several new firm-funded scholarships for architecture students have been created and additional student funding has come from sources like the local Women in Architecture group. New scholarships for undergraduate students in the Design Foundations program housing cluster also have been added. By the end of the 2018-19 academic year, we expect to receive two new endowed scholarship funds, including one from AIA Utah in the amount of $100,000.

5. *Implement a meaningful set of interdisciplinary learning experiences for our students by fall 2016.*

From fall 2015, the SoA piloted a series of "immersive experiences" for students in the M.Arch program. The experiences are sets of two or three courses, including a design studio, that are taught in an integrated way. For example, a design studio is paired with a theory seminar and a building technology course. While two of the three immersive experiences integrate courses from within the architecture curriculum, one option integrates an urban design studio taught by a faculty member from urban planning with an urban theory course taught by an architecture faculty member. These graduate experiences also offer the opportunity for greater collaboration with the faculty from urban planning.

At the undergraduate level, in the 2017-18 academic year, the CA+P started a new program for students majoring in any discipline in our College – architecture, design, or urban ecology. Called "Design Foundations," the program consists of three interdisciplinary courses that all majors in the College

are required to take (preferably in their freshman year). These courses, Design Foundations Workshop (ARCH 2630), Design Contexts (DES 2630), and Design Ecologies (CMP 2010), are taught collaboratively by faculty from all three CA+P academic units. This new program has led to a 9% increase in CA+P majors from 2016-17 to 2017-18, and an additional 16% increase in CA+P majors this academic year (including a 13% increase in pre-architecture students).

6. *By Spring 2016, have a plan for building upon and advancing the core mission of DesignBuildBLUFF (DBB) to provide design-build service learning involving students and communities in need.*

Since his arrival at the University of Utah in summer 2013, the current DesignBuildBLUFF Director, Assistant Professor José Galarza, has worked to transition the program from an independent non-profit to a program housed officially within the College. He has established and formalized systems, so that the program no longer is reliant on a single individual, and the curricular components are strengthened. Galarza created mission and vision statements and clarified terms of reference, staff job descriptions, and accounting practices. He created co-requisite courses that prepare students to work with communities such as the Navajo Nation and the town of Bluff, UT. With the DBB students, he has worked to promote the program through the DBB website, blog, and other social media.

Once the systems of the program were formalized, other architecture and planning faculty have become involved in efforts in Bluff, and other University of Utah departments and southeastern Utah non-profits also have collaborated with DBB or utilized the facilities in Bluff. For example, Urban Ecology students worked with the town of Bluff to create a document that would help guide them through the process of incorporation. This effort won a 2017 American Planning Association Small Town and Rural Planning (STaR) James A. Segedy Award. In 2017-18, Major 1 (junior-year architecture) students worked in Bluff on a studio project in collaboration with the Consortium of Dark Sky Studies. Related University projects include the Department of Sociology's community based participatory research project connected to a $4 million restorative justice grant in San Juan County; and the department of Anthropology use of the DBB facilities in Bluff to begin a study of the use of wood fuel in the Bears Ears area, with funding from NSF. In summer 2017, in partnership with Utah Dine Bikeyah, DBB hosted the artist Alisha Anderson, who created short films that engaged the native community and the land.

With the success of DesignBuildBLUFF as a foundation and the recognition of the great need for a similar program in the Salt Lake area, the SoA currently is piloting a new program, Design Build Salt Lake (DBSL). Under the direction of Associate Professor Jörg Rügemer, DBSL partners with organizations such as the city of Salt Lake and Habitat for Humanity in the design and construction of highly energy efficient affordable housing. In spring 2018, students designed three single family homes on a plot of land owned by Salt Lake City; and in fall 2018, students are engaged in the construction of the Field of Dreams EcoCommunity High-Performance Affordable Housing in Kearns, UT. The goal is to establish DBSL as one of the SoA's annual graduate immersive experiences.

7. *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.*

In the 2017-18 academic year, we tested a new system of smaller individual desks combined with communal learning spaces in the design studios. This proved successful, and we now have replaced all the individual desks in the primary studio spaces (third floor of the architecture building) with the new desks and communal work areas. Additionally, Room 128 was transformed from a computer lab into a multi-media classroom with three projectors, a magnetic white board wall, five large monitors, and tables and chairs on casters for easy reconfiguration of the space. In spring 2018, the CA+P opened the Fab-Lab, a making space that features a large format CNC machine.

Recommendation 2: At present, program assessment is primarily based on anecdotal evidence. Although it is apparent that student input is taken seriously, as it has been used constructively to improve the program, efforts should be undertaken to acquire objective, quantifiable data that may be used to assess program outcomes. An objective assessment instrument that requires numeric input could be designed and implemented in conjunction with the exit interviews currently conducted with graduates by the Director. Similar instruments could be used annually with both graduating students and alumni to allow for anonymous input and generate a database for assessing quantifiable program changes over time.

In the 2016 update, the recommendation was noted as mostly addressed, with specific tasks identified for completion. We continue to use various sources and methods to assess our undergraduate and graduate programs, including both qualitative and quantitative methods. At the national level, we use the pass rates for the Architecture Registration Exam (ARE), which is the professional licensing exam for architects. These

rates show that graduates of the University of Utah are passing the six parts of the ARE 5.0 (which went into effect in 2016) at a rate equal to or exceeding the national average. University of Utah alumni score an average of 11 percentage points over the national average. (See https://www.ncarb.org/pass-are/are5/pass-rates/are5-pass-rates-school for details.) At the school level, at the end of each semester, we hold public juries of student work, which allows us to receive formal input from the local professional community; and the full faculty also reviews student work for fulfillment of the National Architectural Accrediting Board's 26 Student Performance Criteria. The Chair continues to conduct individual exit interviews with senior students in the fall semester and graduating M.Arch students in the spring semester, and the SoA performs periodic alumni surveys.

Regularly scheduled formal and informal venues for feedback from students, alumni, and the professional community include the Dean's Advisory Council, the SoA Leadership Team (which includes student leaders and is the advisory body to the Chair), and monthly Chats with the Chair (open to all students). In addition, both the Dean and Chair are active on the board of AIA Utah, which provides for a close relationship with the professional community.

Recommendation 3: The accelerated program at the graduate level, although successful locally, appears to lack broader visibility. To increase awareness and grow the enrollment among nonresident and international students, the accelerated master's program should be advertised more widely. Although it may be difficult at present, increasing the number of students in the undergraduate program would positively impact the program.

In the 2016 update, the recommendation was not addressed, as the accelerated program was cancelled for low enrollment. The update noted that the viability of the program would be discussed once the curriculum re-imagination process was complete. As the SoA faculty continues to develop and transition the curriculum, this discussion has not yet taken place, and until the number of incoming graduate students rises, the accelerated program will not be viable.

Recommendation 4: All efforts to continue to build faculty and student diversity should be maintained and enhanced. Ongoing recruitment efforts to increase student quality and diversity should be continued and expanded. The Office of the Associate Vice President for Equity and Diversity is committed to this goal and may provide useful ideas and strategies in this regard. The use of annual progress reports to the Graduate School should be considered as a way to encourage the Department to work effectively towards this goal.

In the 2016 update, this recommendation was noted as fully addressed in a sustainable manner. Since that time, no new tenure-line faculty have been hired, and one white male tenured faculty left for a leadership position at another university, putting the percentage of underrepresented fulltime (tenured, tenure-track, and career-line) faculty at 53%. In the 2018-19 academic year, of the two Visiting Assistant Professors hired, one is female, and of the adjunct faculty teaching at 0.25 FTE or more, more than 50% are female or from another underrepresented group. See Section 2.2 for additional information on faculty diversity.

When the CA+P instituted the new Design Foundations curriculum in fall 2017, we discontinued Architecture LEAP in order to promote a College-wide cohort experience for our first-year students. For the 2017-18 academic year, 31% of the Design Foundations students self-identified as underrepresented, and 40% of the DF cohort identified as female, for a total of 62% of students identifying as female and/or from an underrepresented group. At the start of the fall 2018 semester, 18% of the Design Foundations students self-identified as underrepresented, and 37% of the DF cohort identified as female, for a total of 48% of students identifying as female and/or from an underrepresented group. In the architecture major cohort (juniors and seniors), in 2017, 62% of identified as female and/or from an underrepresented group (40% of the undergraduate majors identified as female). In 2017 in the graduate architecture program, 43% of students identified as female and/or underrepresented (30% of the graduate students identified as female). Please see additional statistics in Section 3.2.

With our current College-wide focus on graduate recruitment and engagement of an outside recruiting consultant, we expect to continue to increase the number of students who identify as female and from other underrepresented groups.

Recommendation 5: Development efforts should be continued. Development priorities should include a capital campaign to refit and expand the Architecture Building, purchase of additional digital fabrication equipment to keep the program current, more funds for salary enhancement, professional development and sabbatical opportunities for faculty, and promotional efforts to increase the national visibility of the School. Additionally, to assist the student recruitment effort, resources to grow the number of scholarships and teaching assistantship opportunities for students should also be pursued.

In the 2016 update, this recommendation was noted as mostly addressed, with specific tasks identified for completion. Since then, the CA+P has hired a full-time Director of Development, Angie Roberts, JD, and progress in development and advancement has proceeded well. A total of $1.25 million has been raised for capital improvements to the architecture building, and several new firm-funded scholarships for architecture students

have been created. Additionally – as noted previously, by the end of the academic year, we expect to receive two new endowed scholarship funds, including one from AIA Utah in the amount of $100,000.

Several significant upgrades to the architecture building have been completed since 2016. The central exhibit and review space, the Bailey Gallery, has been acoustically retrofit, allowing for greater and more comfortable use of this important space. This retrofit followed a necessary upgrade of the fire sprinkler system, which also allowed for the replacement of some old lights with new energy-efficient fixtures. In keeping with the Dean's goal of creating spaces conducive to collaborative teaching and learning, Room 128 (formerly a computer lab) has been transformed into a multi-media teaching and learning space with three digital projectors, document cameras, a magnetic white board wall, five large format monitors, and tables and chairs on casters. This room now is a popular teaching and meeting space. Additionally, a major transformation currently is taking place in the central space on the lower level of the architecture building. Brio, our resident café, moved into the north end of the lower level, and in spring 2018, the CA+P opened a new fabrication lab (Fab Lab) in the southeast end, featuring a large format CNC mill. A Student Success Center is being designed for the southwest corner, with offices and meeting spaces for our advising team, and a new wall will separate the café from the central teaching area. In addition, the public restrooms in the building have received a much needed renovation.

Due to the quick growth of our undergraduate Design Foundations program, the CA+P has had to expand into space outside of the architecture building. We have renovated four former racquetball courts in the old Einar Nielsen Fieldhouse (about a 10-minute walk from the architecture building) into studio spaces. Currently one space is used by a graduate-level architecture studio, and the other three are "hot desk" (shared) studios for pre-majors in Design Foundations, Multi-Disciplinary Design, and Architecture. Additionally, we have an exciting new collaboration with AIA Utah – the AIA is renovating space in a historic building in downtown Salt Lake City, and the CA+P will have a studio within the AIA office suite. This innovative collaboration is the first of its kind in the U.S. and will provide students with a state-of-the-art studio space in a professional working environment. Completion of the construction of the AIA/CA+P space is expected in October 2018.

Recommendation 6: The School should consider establishing a more formalized mechanism to enhance consistent communication of events, deadlines and opportunities across the entire School community. Scheduling periodic informational gatherings of the entire School, along with regular communiqués, would also serve to provide a more formal mechanism of communication, particularly between faculty and students.

In the 2016 update, this recommendation was noted as mostly addressed, with specific tasks identified for completion. Since 2016 the SoA has created a shared folder on UBox (the University's online storage tool), which has been used continuously for committee meeting notes and other important information, with access available to all faculty. The process for organizing the lecture series and other SoA events has been formalized by the Academic Culture and Outreach Committee, and a calendar of events has been added to the CA+P website with a link from the SoA website. The SoA now also supports a Graduate Assistant who works with the Chair and the CA+P Public Relations Specialist, Ashley Babbitt, MSC, to advertise and document events, update the website, and increase the School's presence on social media.

At the College level, we host an annual Graduate Experience Open House for all graduate students who have been admitted into our degree programs. For this event, the SoA provides flights and lodging for all domestic out-of-state students, which has proven to be a very useful recruiting tool. In fall 2018, the CA+P had its first all-College convocation, during which new faculty and staff were introduced and special events were announced.

Recommendation 7: The School may wish to consider alternative strategies to its present policy for the granting of graduate student aid. The granting of somewhat fewer, but higher, graduate stipends would be one way to attract more, and potentially stronger, students from outside the state. This may also serve to attract more diverse and international students.

In the 2016 update, this recommendation was noted as fully addressed in a sustainable manner. Please see goal #2 of the 2015 School of Architecture strategic plan noted under recommendation #1 above.

1.4   Professional accreditation review and actions

The National Architectural Accrediting Board (NAAB) is the official accrediting body for professional architecture degrees (Bachelor and Master of Architecture) in the United States. As per its mission, NAAB "develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs" (https://www.naab.org/info/mission/). Professional degree programs, such as our M.Arch, undergo an intensive accreditation process at least every eight years and must submit annual reports summarizing program statistics and changes. The NAAB accreditation requires that the program demonstrate improvement in all areas deemed weak in the previous accreditation, respond to NAAB's Defining Perspectives (see

discussion in previous section), and prove successful execution of 26 Student Performance Criteria (SPCs).

The NAAB accreditation review includes a comprehensive Architecture Program Report (APR), examples of student work (high and low pass work from every course taught in the graduate program), and a visit by external reviewers representing the American Institute of Architects (AIA, the major professional organization for architects in the United States – see www.aia.org), American Institute of Architects Students (AIAS, the student organization of the AIA – see www.aias.org), Association of Collegiate Schools of Architecture (ACSA, the academic organization for accredited architecture programs in North America – see www.acsa-arch.org), and National Council of Architectural Registration Boards (NCARB, the body that develops and applies standards for licensing and credentialing architects in the United States – see www.ncarb.org). The most recent accreditation visit for the School of Architecture took place in January/February 2016, with a comprehensive self-study (Architecture Program Report or APR) completed in fall 2015. The 2015 APR is available on the School of Architecture website (http://soa.cap.utah.edu/wp-content/uploads/sites/3/2014/10/University-of-Utah-APR_2015.pdf), and binders of course information (syllabi for all courses and examples of student work for all non-studio courses) are available in the School of Architecture.

The 2016 accreditation visit was very successful, resulting in a full eight-year accreditation. In their final report, the visiting team noted, "Utah's program exhibited effective administration, governance, mission, teaching, research, diversity, curricular integrity, community engagement, and sensitivity to context." The full Visiting Team Report (VTR) is available on the School of Architecture website at: http://soa.cap.utah.edu/wp-content/uploads/sites/3/2014/10/NAAB-2016-Visiting-Team-Report.pdf. The result of the 2016 NAAB accreditation was especially important to the School of Architecture. As a faculty, we had worked to address the concerns in our previous accreditation visit, which had resulted in a three-year accreditation. At that time, the Visiting Team noted nine conditions that were not met (including governance, curricular review and development, and five Student Performance Criteria) and included in its list of Causes of Concern a "lack of clear and formal communication procedures." (The complete report is available at http://www.arch.utah.edu/pdFs/VTR_9-10-2013web.pdf.)

Because of our work to successfully address the issues brought forth in the 2013 accreditation visit, the faculty realized the potential of several new curricular ideas we had piloted. At the suggestion of Dean Diaz Moore, Chair Locher and Associate Chair Henry Benham led the faculty in a series of discussions that resulted in our decision to

completely re-imagine our undergraduate and graduate curricula (the results of which are discussed in the Section 1.3 and included in Appendix J).

1.5   School profile

See Appendix B for School profile. Please note that the Multi-Disciplinary Design (MDD) Program, while currently situated under the umbrella of the School of Architecture, is administered by its own Director (Cord Bowen) and Associate Director (Elpitha Tsoutsounakis). The goal for MDD is to be an independent academic unit within the CA+P in the next several years, and in 2017 the Program underwent its three-year review by the Undergraduate Council. Because of these efforts, and since the Bachelor of Science in Design degree offered by MDD does not feed into the Master of Architecture program, MDD program data is not comprehensively included in this report. Please see Appendix K for MDD program information.

Student enrollment in architecture at the University of Utah tends to follow national trends, and also is connected closely to the economic state of the construction industry locally and nationally. When a decline in the construction industry leads to fewer jobs in architecture firms (such as that resulting from the 2008 economic downturn), we find that our graduate enrollment initially increases. An extended economic downturn tends to lead to architecture being seen as a less viable profession, which then results in fewer undergraduate and graduate applications. When the local economy and construction industry is healthy (as it currently is), many of our undergraduates choose to work for several years before returning for their graduate education, thus affecting the number of graduate applicants.

2. <u>Faculty</u>

2.1 Faculty profile

Since the last review in 2011-12, the School of Architecture has hired the following tenure- and career-line faculty and postdoctoral scholars:

2013: José Galarza, Assistant Professor of Architecture and Director of DesignBuildBLUFF

2014: Elpitha Tsoutsounakis, Assistant Professor (Lecturer), Multi-Disciplinary Design Program

2014: Keith Diaz Moore, Dean of the College of Architecture + Planning

2015: Rima Ajlouni, Associate Professor of Architecture (tenure review in 2018-19)

2015: Jon Mills, Visiting Assistant Professor, Multi-Disciplinary Design Program

2015: Wei Zhou, Postdoctoral Scholar in Architecture (two-year term, followed by one year as an Adjunct Assistant Professor)

2016: Cord Bowen, Associate Professor (Clinical) and Director of the Multi-Disciplinary Design Program

2018: Michael Abrahamson, Visiting Assistant Professor of Architecture (two-year term)

2018: Casey Franklin, Visiting Assistant Professor of Architecture (one-year term)

The following tenure- and career-line faculty and post-doctoral scholars have retired or left the University of Utah since 2011-12:

2015: Dan Hoffman, Professor of Architecture (Clinical) – left the University of Utah (to focus on his practice in Phoenix)

2015: Antonio Serrato-Combe, Professor of Architecture – retired

2018: Ryan Smith, Associate Professor of Architecture – left the University of Utah (to take a leadership position at Washington State University)

2018: Wei Zhou, Postdoctoral Scholar/Adjunct Assistant Professor of Architecture – left the University of Utah (to take a tenure-track positon at Louisiana Tech University)

Table 2.1: Tenure-Line Faculty
School of Architecture
(*Denotes faculty teaching only in the Multi-Disciplinary Design Program.
**Denotes faculty having shared teaching position with Gender Studies.
***Denotes faculty having shared teaching position with City & Metropolitan Planning.)

Last Name	First Name	Rank	Tenured	FTE	Gender	Race/ Ethnicity	Average Age
Galarza	José	Assistant	No	1.0	M	Hispanic/ Latino	
Yusaf	Shundana	Assistant	No	1.0	F	South Asian	
							44 (Asst.)
*Agutter	Jim	Associate	Yes	0.9	M	White	
Ajlouni	Rima	Associate	No	1.0	F	Other	
Carraher	Erin	Associate	Yes	1.0	F	White	
Fischer	Ole	Associate	Yes	1.0	M	White	
**Henry Benham	Lisa	Associate	Yes	0.5	F	Two or more	
Locher	Mira	Associate	Yes	1.0	F	White	
Ruegemer	Joerg	Associate	Yes	1.0	M	White	
							48 (Assoc.)
Bradley	Martha	Dean of UGS	Yes	0	F	White	
Diaz Moore	Keith	Dean	Yes	0.25	M	White	
Mooney	Anne	Professor	Yes	1.0	F	White	
Muir	Prescott	Professor	Yes	0.25	M	White	

Last Name	First Name	Rank	Tenured	FTE	Gender	Race/ Ethnicity	Average Age
***Scheer	Brenda	Professor	Yes	0.5	F	White	
Tripeny	Patrick	Professor	Yes	0.25	M	White	
Young	Robert	Professor	Yes	1.0	M	White	
							60 (Prof.)

Table 2.2: Career-Line/Adjunct/Visiting Faculty
School of Architecture
(*Faculty teaching only in the Multi-Disciplinary Design Program are marked with an asterisk. See Appendix K for adjuncts teaching only in the Multi-Disciplinary Design Program.)

Last Name	First Name	Rank/Title	FTE	Gender	Race/ Ethnicity	Average Age
Abrahamson	Michael	Assistant (Visiting)	1.0	M	White	
*Bowen	Cord	Associate (Clinical)	1.0	M	White	
Daines	Matthew	Instructor (Associate)	0.5	M	White	
Franklin	Casey	Assistant (Visiting)	1.0	F	White	
Ganesan	Vellachi	Instructor (Associate)	0.25	F	Asian	
Gardiner	Diana	Assistant (Lecturer)	0.8	F	White	
Haslam	Libby	Associate (Adjunct)	0.5	F	Two or more	

Last Name	First Name	Rank/Title	FTE	Gender	Race/ Ethnicity	Average Age
Hebdon	Brian	Instructor (Associate)	0.75	M	White	
Iordanov	Ashley	Instructor (Associate)	0.5	F	White	
Larsen	Chamonix	Instructor (Associate)	0.25	F	White	
Larsen	Shalae	Assistant (Adjunct)	0.25	F	White	
Leither	Luke	Assistant (Adjunct)	0	M	White	
Lenzi	Kristina	Instructor (Associate)	0.25	F	White	
Mano	Darin	Assistant (Adjunct)	0.75	M	Asian American	
McAvoy	Bogart	Assistant (Adjunct)	0.5	M	White	
McMullin	Paul	Assistant (Adjunct)	0.25	M	White	
Merrill	Russell	Assistant (Adjunct)	0.25	M	White	
*Mills	Jon	Assistant (Visiting)	1.0	M	White	
Moe	Jarrett	Instructor (Associate)	0.5	M	White	
Nelson	Chris	Instructor (Visiting)	0.5	M	White	

Last Name	First Name	Rank/Title	FTE	Gender	Race/ Ethnicity	Average Age
Peterson	Scott	Instructor (Visiting)	0.25	M	White	
Smith	Trent	Instructor (Visiting)	0.5	M	White	
Tobler	Stephen	Associate (Clinical)	1.0	M	White	
*Tsoutsounakis	Elpitha	Assistant (Clinical)	1.0	F	White	
Vaughn	Hannah	Assistant (Adjunct)	0.5	F	White	
Vela	Mike	Associate (Adjunct)	0.25	M	White	
Yee	Dwight	Assistant (Adjunct)	0.25	M	Asian American	
						47

2.2 Faculty diversity

See Tables 2.1 and 2.2 (above) for current faculty diversity data and Tables 2.3 and 2.4 (below) for faculty diversity data for the period 2011-2017. See Appendix C for information from Survey of Earned Doctorates related to racial/ethnic and gender diversity for doctoral recipients within the field nationwide. It is important to note that for architecture faculty who come to teaching from practice, it is highly unusual to have a PhD. For professional architects, the terminal degree is the accredited Master of Architecture degree, and most design faculty at schools of architecture start their careers in professional practice and then move into academia. Of our current 14 core full-time faculty members, five have PhDs (three men and two women, including two people identifying as foreign-born non-white) and three are in progress (one man and two women, including one U.S born person identifying as non-white).

Since the last review, the School of Architecture has increased diversity in the architecture full-time teaching faculty. We have hired three male faculty (one Latino [U.S. born] and two white) and have had three male faculty leave or retire (also one Latino [foreign-born] and two white). We also have hired two women (one of Middle Eastern descent [foreign-born] and one white). We therefore have a net gain of two women.

We make a point to advertise our positions in both sites with a broad diversity reach (such as the *Chronicle of Higher Education* and Higheredjobs.com, as well as discipline-specific sites like ACSA and AIA) as well as those with a more specialized focus (such as HERS – Higher Education Research Service). We also have increased our reach by leveraging faculty members' personal academic networks. We send out our job postings widely and request that our associates in other institutions share them with qualified candidates.

In professional schools of architecture nationwide, the diversity statistics show the number of non-white faculty whose race is known (including those of two or more races but not including non-resident aliens) was about 18% in 2011 and about 19% in 2015 (the most recent year for which data is available – see http://www.acsa-arch.org/images/default-source/conference-hotel-images/atlas-201703.jpg?sfvrsn=0). Comparatively, the full-time architecture teaching faculty at University of Utah School of Architecture are 21% non-white as well as 57% female. Since the national averages for the number of female architecture students and graduates has remained at about 40% in recent years, and the number of women working in professional architecture roles continues to be at about 25% (see http://www.acsa-arch.org/resources/data-resources/women), it is clear that the discipline and profession still do not have gender parity. Despite this, the percentage of female faculty members in the SoA is relatively high.

For adjunct and part-time faculty, we also have increased the number of women and other underrepresented groups. We were able to hire a foreign-born Asian female post-doc for a two-year term. (The postdoc is a revolving position in the CA+P and currently is hosted in the City & Metropolitan Planning Department.) Since the last review, our pool of "regular" adjuncts (those who consistently teach at least one course annually) has diversified, especially regarding the number of women. We currently have 20 regular adjuncts teaching architecture courses. Of those faculty members, 20% are non-white with 12 (60%) men (10 white and two U.S.-born Asian), and eight (40%) women (six white, one foreign-born Asian, and one of two or more races). We continue to work to increase diversity within our adjunct teaching pool. In the last three years, the regular adjunct faculty that we have hired to teach architecture courses are two-to-one female to male (four women: three white and one Asian) and two men (both white).

Table 2.3: Gender and Race/Ethnicity of Tenure-Line Faculty
School of Architecture – 2011-2017 (Fall Semester Data)

Year/ Fall	Hispanic/ Latino		Black or African-American		American Indian or Alaska Native		Asian		Native Hawaiian or Other Pacific Islander		Two or More Ethnicities		White		Non-Resident Alien		Race and Ethnicity Unknown		Total	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
2017											1		5	6			2	2	8	8
2016											1		5	6			2	2	8	8
2015											1		5	6			2	2	8	8
2014		1									1		4	6			2	2	7	9
2013		1									1		4	6			2	1	7	8
2012		1									1		3	4			3	3	7	8
2011		1									1		3	4		2	2	1	6	8

Table 2.4: Gender and Race/Ethnicity of Career-Line/Adjunct/Visiting Faculty
School of Architecture - 2011-2017 (Fall Semester Data)

Year/ Fall	Hispanic/ Latino		Black or African-American		American Indian or Alaska Native		Asian		Native Hawaiian or Other Pacific Islander		Two or More Ethnicities		White		Non-Resident Alien		Race and Ethnicity Unknown		Total	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
2017		1											3	3				4	3	8
2016		1											3	3				4	3	8
2015		2						1					4	6			1	3	5	12
2014		2						2					4	5			1	4	5	13
2013		2						1					4	5			1	2	5	10
2012								1					4	6	1			7	5	14
2011								1					4	5	1		1	5	6	11

Table 2.5 Diversity of Faculty Applicant Pool for Positions Filled Since Last Review

Position	History/Theory/Criticism							
All Applicants								
Gender	Hispanic / Latino	American Indian Or Alaska Native	Asian	Black Or African American	Native Hawaiian Or Other Pacific Islander	White	Two or More Races	Not Disclosed	Total
Female			2			10		1	14
Male			2			12		1	16
No Answer								8	8
Total			4			22		10	38

Position	Architectural Communications and Design								
All Applicants									
Gender	**Hispanic / Latino**	**American Indian Or Alaska Native**	**Asian**	**Black Or African American**	**Native Hawaiian Or Other Pacific Islander**	**White**	**Two or More Races**	**Not Disclosed**	**Total**
Female	1			1		7		1	10
Male	1		6	1		13	1		22
No Answer						2		1	3
Total	2		6	2		22	1		35

Position	Director of DesignBuildBLUFF								
All Applicants									
Gender	**Hispanic / Latino**	**American Indian Or Alaska Native**	**Asian**	**Black Or African American**	**Native Hawaiian Or Other Pacific Islander**	**White**	**Two or More Races**	**Not Disclosed**	**Total**
Female						3		1	4
Male	2					18	2	1	23
No Answer						1			1
Total	2					22	2	2	28

2.3   Faculty teaching

School of Architecture faculty are dedicated to engaging students with innovative teaching methods. In recognition of their efforts, faculty have received the following awards for teaching:

National teaching awards
- Association of Collegiate Schools of Architecture New Faculty Teaching Award: Erin Carraher
- Building Technology Educators' Society Emerging Faculty Award: Erin Carraher

University of Utah teaching awards
- Distinguished Innovation and Impact Award, Jim Agutter
- Early Career Teaching Award: Jim Agutter, Erin Carraher, Lisa Henry Benham, Mira Locher
- John R. Park Teaching Fellowship: Mira Locher, Robert Young
- Public Service Professorship: Erin Carraher
- Sigma Chi Professor Appreciation: Mira Locher
- University of Utah Distinguished Teaching Award: Robert Young
- University Professorship: Mira Locher (with Keith Bartholomew)

Within the College of Architecture + Planning, excellent teaching is recognized by the annual CA+P Professor of the Year Award.

Faculty also regularly apply for and receive university teaching grants to build new course content or enhance teaching and learning in the classroom. Recipients of teaching grants include: Jim Agutter, Rima Ajlouni, José Galarza, Lisa Henry Benham, Mimi Locher, Jon Mills, Anne Mooney, Patrick Tripeny, Robert Young, and Shundana Yusaf.

The School of Architecture is committed to various areas of university teaching, including Bachelor Degree Requirements (BD), Community Engaged Learning (CEL), General Education (GE), Honors, and Sustainability teaching (SUSC/SUSL). We actively seek BD, CEL, GE, and SUSC/SUSL course, both inside the major and pre-major. Additionally, we teach a set of two core interdisciplinary Honors courses in the College, which are co-taught by an architect and a planner. In total, in pre-major or non-major courses (those courses that are open to any student at the University), the SoA offers one course with the CEL designation (as well as one within the architecture major and one graduate- level), two courses with SUSC/SUSL designations (and one within the

architecture major), four courses with GE designations (FF (2), AS, and BF/HF), and one with a BD designation (IR, as well as four within the major [QI (2), DV, and CW]).

SoA faculty also are actively involved in teaching in other departments, including Asian Studies, City & Metropolitan Planning, Gender Studies, and Religious Studies. Additionally, Professor Patrick Tripeny serves as the Director of the Center for Teaching and Learning Excellence at the University.

2.4   Faculty scholarship

See Appendix D for Academic Analytics data related to faculty research productivity. The data from Academic Analytics demonstrates the SoA's productivity and strength in faculty scholarship. Compared to 95 schools of architecture nationwide, we exceed the national median in the quantity of books, articles, citations, grants, and awards. Of the 26 total data points (four for books, five for articles, six for citations, seven for grants, and four for awards), we exceed the national areas and well exceed (by 20 points or more) in 12 areas.

See Appendix M for a summary of past and projected faculty research and scholarship/ creative activities by full-time instructional faculty since January 2012.
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; and the following year the College initiated a second externally peer-reviewed $10,000 SIP grant, this one focused on interdisciplinary community engaged work. This is in addition to professional development opportunities including conference travel support and scholarship workshops hosted by the College's Associate Dean for Research and Community Engagement.

Faculty research in the SoA is highly diverse, with orientations in sustainability/ resilience, history/theory, professional practice and leadership, building construction, and social justice/community engagement. While the funding available through university sources, the CA+P SIP grants and from the SoA for conference travel is helpful, given the range of research areas in the SoA, some faculty have greater access to grants than others. For example, faculty find it difficult to find funding for projects that do not fall under the STEM category (e.g., architectural history research). Most

scholars in the SoA have learned to "make do" with small amounts of funding, to combine research with conference travel, etc. It is not the ideal situation, but it is typical for architectural researchers.

Despite the deficiency of available funding, the SoA has a strong record of research productivity (as seen in the Academic Analytics data in Appendix D). This strength in research also is indicated by the number of important national awards won by faculty, listed below.

- Architectural Research Centers Consortium New Researcher Award (Rima Ajlouni, 2011-12)
- Association of Collegiate Schools of Architecture Collaborative Practice Award (Erin Carraher and Jörg Rügemer, 2014)
- Association of Collegiate Schools of Architecture Creative Achievement Award (Jörg Rügemer, 2010-11)
- Association of Collegiate Schools of Architecture Diversity Achievement Award (Erin Carraher and Jörg Rügemer, 2014)
- Association of Collegiate Schools of Architecture Creative Achievement Award (Jim Agutter and Julio Bermudez, 2005)

In addition, the School of Architecture annually produces the international peer-reviewed journal, *Dialectic*, published by ORO Editions (http://dialectic.cap.utah.edu/). In a spirit true to dialectical thinking, the journal brings together the most compelling opposing voices in the discipline today on issues, values, methods, and debates most important to the community of educators at the University of Utah and abroad. *Dialectic* supports the most cutting edge scholarship on the issues at hand. Seven volumes have been published, and the call for papers for the *Dialectic VIII* currently is in the works. The previous volumes are listed below.

- *Dialectic I: Essays, Conversations, and Student Work* (2013)
- *Dialectic II: Architecture between Boom and Bust* (2014)
- *Dialectic III: Dream of Building or the Reality of Dreaming* (2015)
- *Dialectic IV: Architecture at Service* (2016)
- *Dialectic V: The Figure of Vernacular in Architectural Imagination* (2017)
- *Dialectic VI: Craft: The Art of Making Architecture* (2018)
- *Dialectic VII: Architecture and Citizenship* (2019)

2.5   Faculty service

School of Architecture faculty, overall, are very invested in service to the University and local and professional communities. The SoA has five standing committees (Academic Culture and Outreach; Admissions, Recruiting, and Diversity; Curriculum; Policy and Grievance; and SoA Leadership), in addition to the required RPT Committee. Committee membership and general charges can be found in the Faculty and Staff handbook as a link from the SoA website (http://soa.cap.utah.edu/wp-content/uploads/sites/3/2015/09/Faculty-Handbook-11-151.pdf). Every faculty member, including regular adjuncts, sits on at least one SoA committee (excluding RPT). CA+P committees include Design Foundations, Executive, Facilities, Leadership, and RPT Guidelines (with a goal of re-writing the guidelines in the next two years). Faculty members also serve on SoA and CA+P ad hoc, search, and other short-term committees.

SoA faculty also are involved in a great number of university committees, including Academic Appeals, Academic Senate, Bennion Center (various), Campus Planning, Campus Tobacco Policy Review Board, Faculty of Color, Global Health Steering Committee, Global U Council, Presidential Anti-Racism Task Force, Public Art Advisory, Research, Sustainability Education Advisory, Undergraduate Council, Undergraduate Studies (Learning Portfolios), University General Education Curriculum Council, University Sustainability, University Asia Campus (UAC) Executive Leadership Team, University Museum of Fine Arts Advisory, University Neighborhood Partners, UPTAC, Women/Womyn/Womxn of Color Academics, and others. Faculty also regularly serve as program reviewers for the Graduate Council and as building design reviewers for Campus Planning and Design.

Typical academic service for SoA faculty include peer review for manuscripts, journal articles, and conference papers; invited studio reviewer at other schools of architecture; conference organizer; juror for design awards; RPT reviewer for other universities; and visiting team member for architectural accreditation.

Professional service includes membership on boards and committees for the American Institute of Architects (state and national), ASSIST (SLC), Association for Preservation Technology International, Building Technology Educators' Society (national), Women in Architecture (state), International Council on Monuments and Sites, Japan Exchange and Teaching (JET) Program (regional), National Architectural Accrediting Board, National Conference on the Beginning Design Student, National Council of Architectural Registration Boards, National Council for Preservation Education, Public Interest Design

Institute (national), United States Green Building Council (state), Utah State Judicial Facilities Planning Committee (state), and Vernacular Architecture Forum (local).

Important community service by SoA faculty includes the Catholic Diocese Building Board, Consortium for Dark Skies Studies, Girl Scouts of Utah, KCPW Board, Utah Heritage Foundation, Salt Lake City & County Building Conservancy and Use Committee, and Utah Film Center.

A number of SoA faculty have been recognized for their service from the University of Utah and professional organizations. Awards received by SoA faculty include the University of Utan Beacons of Excellence (Jim Agutter), Bennion Center Public Service Professorship (Erin Carraher), Utah Heritage Foundation Lucybeth Rampton Award (Robert Young), University of Utah Distinguished Service Professor (Robert Young).

Because of the few number of career-line, tenure-track, and tenured faculty in the School of Architecture and the relatively large percentage of faculty involved in University-level administration (currently including Jim Agutter, Martha Bradley, and Patrick Tripeny and previously also including Mira Locher and Ryan Smith), all faculty have a heavy service load, which at times can negatively affect faculty morale. The weight of that service load has been exacerbated in the last two years, as we have focused on re-imagining our undergraduate and graduate curricula. While exciting, this requires additional meetings and collaborative preparation of new course materials.

2.6 Faculty review and promotion

See Appendix E for RPT guidelines.

Faculty mentoring within the SoA occurs both formally and informally. When a tenure-track assistant professor is hired, they are assigned a mentor from the tenured faculty. Mentors and mentees arrange times to meet to discuss strategies for research, teaching, and service. Typically, the Dean or Chair also meets with the faculty to discuss the workings of the College, such as budgets, committees, teaching, research, and service expectations, as well as the tenure process. The Chair also meets individually with all faculty (including adjuncts) at least once per year to discuss teaching and RPT/PTR progress and maintains an open-door policy for faculty. More informally, tenure-track faculty are encouraged to meet with tenured faculty as often as they wish, and tenured faculty welcome the opportunity to discuss research and teaching questions.

Table 2.6: Retention, Promotion and Tenure Decisions Since Last Review
School of Architecture

Year	Name	Action
2011-12	Lisa Henry Benham	Retained
2012-13	Jörg Rügemer	Tenured and promoted to Associate Professor
2013-14	Robert Young	Retained
2014-15	Patrick Tripeny	Promoted to Professor
2016-17	Ole Fischer	Tenured and promoted to Associate Professor
2017-18	Erin Carraher	Tenured and promoted to Associate Professor
2017-18	Anne Mooney	Promoted to Professor
2017-18	Joerg Ruegemer	Retained
2017-18	Brenda Scheer	Retained

2.7   Faculty vitae

See Appendix F for faculty vitae.

All vitae have been edited to include only activities since the last Graduate Council
Review in 2011-12.

3.   Students

3.1   Student recruitment

As noted in Section 1.2, from 2015-16 the CA+P instituted a comprehensive regional recruitment plan (see CA+P Recruitment Plans in Appendix I), which includes visiting regional universities and community colleges to meet with prospective students and to update and expand articulation agreements. Additionally, the plan calls for 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. The initial results of this study by the SoA Curriculum Committee led to the conclusion that the calculus requirement is necessary as it proves students are able to visualize multivariable functions, a critical thought process required for understanding architectural structures. However, the curriculum committee continues to explore this question.

While the visits by faculty and recruitment specialists to meet with prospective students in the region and the expansion of articulation agreements has increased the visibility of the SoA's programs, it has not led to a great increase in applications to the architecture major or graduate programs. For the undergraduate program, the most effective recruitment tool is our new Design Foundations program (see Number 5 in Section 1.3). This interdisciplinary set of courses together with peer mentoring and dedicated student success staff has led to a significant increase in pre-major students in the CA+P. To build on this exciting first-year experience, we now are working on second-year experiences that will further engage students in our College. For example, in fall 2018 we are piloting a study abroad semester in Volterra, Italy, geared toward sophomore students in architecture, design, and urban ecology.

For graduate student recruitment, as of summer 2018, the CA+P has retained an outside recruitment consultant (as noted in Section 1.2). With a primary focus on out-of-state students, the goal is to increase graduate applications in architecture and urban planning by 20% annually for the next two years. This particular recruitment specialist has been used by the University of Utah's School of Pharmacy with great results, and we are optimistic that we will see similar results when applications are due in January 2019.

Admission to the undergraduate architecture major requires the fulfillment of most of the University's General Education requirements (except the AS, CW, DV, and QI, which are fulfilled by major courses), as well as 19.5 credits in prerequisite courses plus calculus and physics (the IR and BF requirements are fulfilled in the prerequisite Design Foundations and architecture courses). Our articulation agreements with Salt Lake

Community College (SLCC) and other regional universities allow students to complete many of the prerequisite courses at their home institutions prior to transferring to the University of Utah. We are working with SLCC to establish the equivalent Design Foundations program for their students, as well as to create opportunities for SLCC students to take our prerequisite courses as contract courses (where they remain enrolled as SLCC students but take these specific courses at the School of Architecture).

Admission to the architecture major requires students to have completed the prerequisite courses or prove they will have completed the courses prior to the start of the fall semester. This allows transfer students to complete prerequisite coursework at the University of Utah in the summer prior to entering the major, if needed. The application to the major is available online from March 1st – April 30th, with applications, as well as an essay of motivation, two letters of recommendation, and a resume, due on April 30th. A digital portfolio is due on May 7th.

Submitted application materials for the undergraduate major are coordinated by the Undergraduate Advisor, who together with the Chair of the SoA Admissions, Recruitment, and Diversity Committee (ARDC) reviews the files for completeness. If materials are missing, the applicant is notified by the Advisor and requested to submit the missing materials in a timely manner. 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 pre-major courses, and 3) 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, letters of recommendation, 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 University'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, letters of recommendation, and PA&C. 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 score particularly high or low in each separate category are noted. The ARDC Chair provides this comprehensive ranking, along with recommendations for admission, marginal admission, and rejection to the SoA Chair. The SoA Chair reviews the admissions materials of students who are marginal and makes the final admissions decisions.

At the graduate level, 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 five-year Bachelor of Architecture programs who are applying into our two-year M.Arch program must meet specific requirements to be considered for admission. 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 by January 10th: 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. Starting in January 2019, the SoA will waive the application fee for any student submitting an application by the January 10th deadline and also will consider applications submitted after the deadline.

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 requisite courses in our undergraduate program that meet NAAB's Student Performance Criteria (SPC). Each course syllabus is reviewed thoroughly by the SoA Chair or the Chair of the Admissions, Recruiting, and Diversity Committee in consultation with the faculty who teach in those areas. If insufficient evidence is found, the 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 fulfilment.

For students who wish to enroll in the M.Arch 3+ program and who have undergraduate degrees in subjects other than architecture or BA or BS degrees in architecture from universities without NAAB-accredited M.Arch programs, the admissions requirements include that 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, 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 by January 10th: 1) an essay of motivation, 2)

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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. As with the two-year applicants, the application fee will be waived if the application is complete on or before January 10th.

While advanced standing is not an option in the M.Arch two-year program, in the 3+ program, a student may qualify for advanced standing (which may eliminate 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.

Similar to the process for entry into the undergraduate major described above, submitted application materials for both the two-year and 3+ M.Arch degree programs 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). As noted above, 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 University's admissions standards.

After the ARDC Chair completes the initial ranking, committee members individually review and score each applicant's portfolio, essay of motivation, letters of recommendation, and PA&C. Based on these scores, committee members also note students who merit receiving scholarships or Graduate Assistantships (GA). 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 score particularly high or low in each separate category are noted, as are those who the committee has indicated to be particularly worthy of receiving a scholarship and/or GA. The ARDC Chair provides this comprehensive ranking, along with recommendations for admission, admission with advanced standing (for 3+ students only, as described above), 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.

Student retention in both the undergraduate major and the graduate program is generally very high. Because our programs offer a high faculty-to-student ratio (particularly with studio courses), faculty get to know students well, and students get to know each other well. This sense of community is an important element of the SoA and a key factor in student retention. End-of-semester celebrations of student work, monthly Chats with the Chair, and other similar activities also add to the familial atmosphere in the School.

Scholarships, Teaching Assistantships, and Graduate Assistantships play an important role in retention, particularly for out-of-state and international students. While our level of scholarship funding for undergraduate students is low (we offer about $3,000 in undergraduate scholarships annually), our graduate funding is more robust. We endeavor to offer scholarships, TA positions, and GA positions at the rate that triggers the Graduate Tuition Benefit, as we know that this level of support is especially significant for our students (out-of-state and international students in particular). Please see Sections 1.3 and 3.4 for more details on student support.

Student professional development and opportunities also are 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 identified as "masters" in their field to discuss their professional experience. Additionally, the College supports 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. The local chapter of Women in Architects hosts luncheons at the SoA and speed mentoring sessions, as well as provides small scholarships to all new female graduate students.

3.2 Student diversity

Attracting a diverse pool of architecture students continues to be a challenge, as the profession of architecture remains primarily white and male. Data shows that nationwide about 42% of students in schools of architecture are female, less than 25% of architecture employees are female, and only about 13% of AXP supervisors (licensed

architects who supervise architectural interns' required hours for the Architectural Experience Program) are female (see http://www.acsa-arch.org/resources/data-resources/women). While data from 1992-2016 shows a larger gender gap in undergraduate students studying architecture than in graduate students (http://www.acsa-arch.org/images/default-source/atlas/atlas2018_06final.jpg?sfvrsn=0), we find that the percentage of female students in both our undergraduate and graduate programs averages to about 30% (from 2011-2017). While there is a general trend toward more female students in the undergraduate program (from a low of 17% in 2011 to a high of 40% in 2017), the number of women in the graduate program has hovered between 24% and 36%, without any obvious trend.

Available data shows the national averages for the number of non-white, non-resident alien architecture students has grown from about 28% in 2010 to about 33% in 2015 (http://www.acsa-arch.org/images/default-source/conference-hotel-images/atlas-201702.jpg?sfvrsn=0). In the SoA we see a slight trend toward a higher percentage of non-white students in both our undergraduate and graduate programs. From 2011-2017 the average percent of non-white students in the undergraduate program was 36% (higher than the national average) and 24% in the graduate program (lower than the national average). In both programs, we see the largest percentage of domestic non-white students identifying as Hispanic/Latino (14% in our undergraduate program and 6% in the graduate program), with a general trend toward increasing numbers in both programs. Given the well-documented increase in the Latino population in the Salt Lake area, we expect these numbers to continue to increase.

For non-resident alien students (our second highest non-white student population in architecture), national data shows a mostly steady increase in international students in architectural education from 2009-2015 (http://www.acsa-arch.org/resources/data-resources/international-students-in-architectural-education/). Unfortunately, we see a different trend. Non-resident alien students make up an average (based on data from 2011-2017) of 11% of our undergraduate architecture students and 10% of architecture graduate students. While we see many graduate architecture programs in the U.S. with very high percentages of international students (especially from China), we are not seeing similar numbers.

In addition to our general recruiting efforts noted in the previous section, we work to educate potential students about the discipline and profession of architecture through educational outreach programs with organizations like University Neighborhood Partners, the Girl Scouts, and the Sorenson Unity Center, as well as meeting students from Salt Lake Community College and inviting them to visit our School (which they do annually). We also run architecture Summer Discovery camps for middle schoolers

through high school students, and in summer 2018 the SoA raised scholarships to help four students from the Navajo Nation attend a week-long camp. We plan to continue to increase this type of outreach, as we know that creating a personal connection to a prospective student can be very instrumental in that student's decision to study architecture.

Table 3.1: Gender and Race/Ethnicity of Undergraduate Students (including pre-majors)
School of Architecture – 2011-2017 (Fall Semester Data)

Year/ Fall	Hispanic/ Latino		Black or African-American		American Indian or Alaska Native		Asian		Native Hawaiian or Other Pacific Islander		Two or More Races		White		Non-Resident Alien		Race and Ethnicity Unknown		Total	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
2017	11	20	5	1	1		4	4			2	6	48	71	4	11		1	75	114
2016	14	22	4	1	1	1	5	3		1	2	1	38	68	3	13			67	110
2015	10	22	1	2	1	1	3	1			2	3	33	95	9	15			59	139
2014	12	21		1	1		4	4			2	1	29	70	6	21		2	54	120
2013	12	18		1	1	2	4	6			2	3	33	111	12	20	2	3	66	164
2012	13	20		2		2	5	7			2	3	57	131	8	18	2	2	87	185
2011	15	19		3		4	2	7	1	1		2	50	159	3	14	5	5	76	214

Table 3.2: Gender and Race/Ethnicity of Master's Students
School of Architecture – 2011-2017 (Fall Semester Data)

Year/ Fall	Hispanic/ Latino		Black or African American		American Indian or Alaska Native		Asian		Native Hawaiian or Other Pacific Islander		Two or More Races		White		Non-Resident Alien		Race and Ethnicity Unknown		Total	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
2017	1	4					1	1			2	1	10	35	4	2			18	43
2016		5	1					2			1	1	9	36	4	2		1	15	47
2015		4	1				1	3				2	16	47	6	3		1	24	60
2014		3					1	2				2	16	32	7	3			24	42
2013	1	4						3				1	20	37	5	2			26	47
2012	2	4						2			1		15	44	5	4			23	54
2011	1	1					3				2		19	54	3	4			28	59

3.3 Student admissions

Before applying to the undergraduate major, students are required to complete coursework in Design Foundations, design studios, and architectural communications, as well as calculus and physics. With our new curriculum, students also must complete two architectural history courses, but we have replaced the physics II pre-requirement with an in-major course. Students also must apply to enter the major, as per the procedure noted in Section 3.1. In general, the SoA faculty feel that the admissions process to the major is an important threshold for our students. That said, we rely on a conventional (though perhaps outdated) model for admitting students into the major. Given the increased number of students in our Design Foundations program in both the first year of the program (2017-18) and the current year, we expect to see a significant increase in undergraduate applicants starting in spring 2019. Our advisors have identified physics and calculus as the two courses which most hinder students and limit the applicants to the major, as often students are placed in academic tracks in middle and high school, which give them very little preparation for college-level mathematics. When those students discover a passion for architecture, they often have to take multiple math courses before they can take calculus.

Given our newly imagined curriculum that emphasizes an ethical framework around social equity, it is an appropriate time for us to reconsider how we complete undergraduate admissions. The SoA Admissions, Recruiting, and Diversity committee has been charged with starting this process during the 2018-19 academic year.

In our graduate program, the majority of our students (approximately 80% on average) come from our undergraduate architecture major. In recent years, the students who come from other U.S. undergraduate programs are from colleges and universities such as Brigham Young University, Dixie State, Kent State, Miami University of Ohio, Ohio State, Santa Barbara City College, Snow College, South Dakota State University, United State Naval Academy, University of California, University of Cincinnati, University of Florida, University of Idaho, University of Wisconsin-Milwaukee, Utah State University (USU), and Utah Valley University (UVU), and many of our students have attended a combination of schools, such as UVU, USU, and SLCC.

Based on data from 2011-18 in Table 3.3, despite a decrease in the number of applicants, the average GPA for admitted graduate students has held steady, as has the average GRE test score. Please note that prior to the application process for fall 2014, the GRE test was not required.

Table 3.3: Graduate Admissions Data
School of Architecture – 2011-2017

Academic Year	Students Applied			Students Admitted		
	Number of Students who Applied to Graduate Programs	Average Overall GPA	Average Overall GRE Score	Number of Students Admitted to Graduate Programs	Average Overall GPA	Average Overall GRE Score
2017-18	48	3.42	152/149/3.6	44	3.46	152/150/3.6
2016-17	40	3.34	151/150/3.5	40	3.34	151/150/3.5
2015-16	42	3.34	150/152/3.7	42	3.34	150/152/3.7
2014-15	61	3.36	149/152/3.3	58	3.39	150/153/3.3
2013-14	71	3.4	n/a	59	3.43	n/a
2012-13	74	3.25	n/a	44	3.38	n/a
2011-12	99	3.43	n/a	68	3.47	n/a

3.4   Student support

Student support comes in the form of Teaching Assistantships, Graduate Assistantships, grant support, and scholarships. Increasing student support has been a major focus for the Dean of the College since his arrival in fall 2014. In FY15 $94,500 was available for Graduate Assistantships. Due to a Dean's Initiative, from FY16 the School of Architecture received additional funding, making a total of $144,000 available for Teaching Assistant and Graduate Assistant positions.

Semester-length Teaching Assistantships, Graduate Assistantships, and scholarships typically are offered at the amount that triggers the Tuition Benefit Program (currently $3,875). Graduate Assistant positions are used mostly for recruitment – to attract high-quality out-of-state students to the 3+ and two-year programs. As noted in Section 1.2, since spring 2016 we have been able to add $30,000 to fund seven new Graduate Assistantships. These positions are designed for students to work with faculty or CA+P staff on special projects, such as curriculum, events, and public relations. Top candidates may receive a GA position for both fall and spring semesters or a combination of a GA position and a scholarship, in order to qualify for the Tuition Benefit Program both semesters.

Scholarships are used for recruiting new graduate students and for aiding continuing students, especially out-of-state and international students who excel in the program. Although the number of scholarships in the SoA has increased since the prior Graduate Council Review, the number is still limited (currently 21 in total, not all at the amount required for the Tuition Benefit Program). The SoA Chair tries to spread out the scholarships among the worthy recipients, based on recommendations from the ARDC. Only rarely is a student offered a scholarship for both semesters in an academic year. It is more typical for a student to receive a scholarship for one semester and a GA or TA position for the other. The SoA has eight endowed scholarships and 13 renewable firm-sponsored scholarships for a total amount of $131,000 (including $15,000 first made available by the Dean in FY16 through a matching program for new scholarships with the UofU Graduate School).

Teaching Assistantships are awarded based on overall GPA and the student's knowledge of and interest in the course topic. Typically, TA positions are filled by incoming two-year M.Arch students who completed their undergraduate degree in our program (and therefore are familiar with the undergraduate courses that they may TA) or by students in their second year of the graduate program (either the 3+ or two-year), so that faculty have a sense of a student's ability. Students are asked to complete a TA application and may choose to note specific courses of interest or faculty with whom they would like to

work. The SoA Administrative Officer and Chair then work together, in consultation with faculty whose courses have TAs (particularly for courses which require a good grasp of a specialized topic, such as structures and history/theory/criticism), to determine which students receive TA positions.

As noted previously, for the 2018-19 academic year, 93% of students requesting a TA position were awarded at least a one-semester position, with 30% of those students awarded a TA or GA position both semesters and another 30% awarded a TA or GA position one semester and a scholarship the second semester. (Students who did not receive TA or GA positions had GPAs below the minimum threshold.) This is an increase from 75% of students who requested a TA or GA position receiving a position in 2016-17.

Grant support for both undergraduate and graduate students stems primarily from faculty members with external grants that provide student research positions. These positions mostly go to upper level undergraduates and graduate students. Most of these position are paid hourly, with typical wages in the $15-20/hour range. Students in our program very rarely apply for funding from external fellowships, as they typically do not perform their own fundable research in the program.

All in all, student support in the School increased almost 33 percent from FY2015 to FY2016 and has held steady since that time. Financial support for specific projects and opportunities for students in the accredited program also is 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. Architecture graduate students in their final year also can apply for the annual Bailey Travel Fellowship, a competitive endowed fellowship which provides about $3,500 in funding for one successful student. The student must organize a travel plan around a research question of their choice and submit the plan with a budget and explanation to a group of former recipients who select the winning submission. An additional endowed competitive travel scholarship that will provide funding for a graduate student whose final studio project requires travel currently is being developed.

3.5   Student advising

Academic advising is available from faculty in addition to the professional advisors in both the School and College, as well as by University advisors (including a University Career Coach who spends four hours per week in the architecture building). Our CA+P Student Success Team includes one recruitment specialist and two undergraduate advisors, one who focuses on pre-major students, and the other who focuses on students in the majors. The SoA Administrative Officer serves as the graduate student advisor.

When an undergraduate student notes interest in any program in the CA+P, that student is contacted by our pre-major advisor, who invites the student for an advising session. The student then becomes part of the Design Foundations (DF) cohort and is invited to special events and mentoring sessions with the advisors and peer mentors. DF students are introduced to the CA+P Dean and Chairs early on, so that they are made to feel part of the College community. Advisors work closely together and with the Chairs to ensure that students receive the advising they need (with a minimum of one face-to-face meeting annually).

Graduate advising begins with the Graduate Experience Open House in late March for admitted students. Before the start of the fall semester, incoming and returning graduate students receive a welcome letter, letting them know of the courses available to them in the upcoming semester and inviting them to meet with the Graduate Advisor with any questions. The Graduate Advisor meets with students at least once per year but more typically once per semester, to ensure they are meeting all the graduation requirements. If a student has an unusual situation, the Graduate Advisor and SoA Chair work together to determine the best course of action for the student. Because our program is relatively small, it is easy for the Graduate Advisor, Chair, and faculty to get to know the students well and to make sure they stay on track to graduate with their cohort.

While the students receive excellent advising from the Student Success Team, it is clear that at the undergraduate level, with the increasing numbers of Design Foundations students, the advising staff is stretched thin. Having an additional advisor to help with undergraduate majors would be beneficial to the College, although funding for such a position currently does not exist in the College budget. Additionally, a dedicated Graduate Advisor for the College is needed, as currently the SoA and CMP Administrative Officers also serve as the Graduate Advisors.

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 (including the appeals policy); 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 University facilities, such as the shop, plotters, and digital fabrication equipment; 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 Handbook was most recently updated prior to the start of the fall 2018 semester.

In addition to the University Career Coach who assists students to find internships and other employment, the CA+P helps to place students in professional internships and employment by sponsoring an annual Career Fair and connecting students with information on available jobs through posters and email announcements. The SoA website provides links to information on the path to becoming a licensed architect and to associated professional organizations.

A member of the faculty, who is a licensed practicing architect, serves as the Architect Licensing Advisor (ALA) for the School. The ALA conducts an annual workshop on the training and examination requirements for architecture licensure 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 them. The workshop agenda includes a summary of why to get licensed, the internship and licensing process, navigating the NCARB website, license 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 ALA workshop.

3.6   Teaching assistant (TA) training

All Teaching Assistants in the School of Architecture are required to attend either the Annual Teaching Symposium organized by the Center for Teaching and Learning Excellence or the SoA's TA training. The SoA TA training takes place on the Friday before the first week of classes in the fall semester and in addition to the training for the TAs, incorporates time for TAs and faculty to meet. The TA training includes an overview of the curriculum; tips for interacting with faculty; training on transparent teaching, creating a positive and respectful classroom atmosphere, and getting students involved in classroom discussions; discussion on issues that may arise and how to deal with them (including both academic and sexual misconduct); and guidance for assessing student work. Ongoing supervision of TAs is the responsibility of the faculty member with whom the student works.

International students typically do not receive TA positions during their first year in the SoA (they may receive GA positions or scholarships instead), in order for the faculty to assess their language ability. By the second year of the graduate program, most international students have the language capability to succeed as a TA. International students are required to participate in the International Teaching Assistant Program (ITAP), which prepares non-native English speakers to hold TA positions through training in English as a second language and on the U.S. educational system.

4.   Curriculum and Programs of Study

4.1   Degree and certificate requirements

The School of Architecture offers four degrees:
- Bachelor of Science in Architectural Studies (BSAS) – approved by the Board of Regents in 1990,
- Bachelor of Science in Multi-Disciplinary Design (BSD) – approved by the Board of Regents in 2013,
- Master of Architecture (M.Arch) – established in 1949 and approved by the Board of Regents in 1976-77, and
- Master of Science in Architectural Studies (MSAS) – approved by the Board of Regents in 1992-93 (currently not actively promoted);

two graduate certificates which include coursework in the SoA
- Historic Preservation (HP) – approved by the Board of Trustees in 2006, and
- Urban Design (UD) – approved by the Board of Trustees in 2011;

and one certificate without coursework in the SoA (and not based in the CA+P):
- Real Estate Development (RED) – approved by the Board of Trustees in 2009.

Graduate architecture students also have the option of two dual degrees:
- Master of Architecture and Master of Science in Architectural Studies (M.Arch/MSAS) – approved by the Board of Trustees in 2014 (currently not actively promoted), and
- Master of Architecture and Master of Real Estate Development (M.Arch/MRED) – approved by the Board of Trustees in 2014.

The BSAS degree program with the current (old) curriculum requires 12 credits of prerequisite course work plus calculus (4 credits) and physics I and II (8 credits) and 52 credits in the major. The new BSAS curriculum requires 26.5 credits of prerequisite work (including Design Foundations) plus calculus (4 credits) and physics I (4 credits) and 51 credits in the major.

The BSD degree program requires 79 credits of coursework plus physics I (4 credits) and is administered independently by the Multi-Disciplinary Design program.

The two-year M.Arch degree program with the current (old) curriculum requires a total of 53 credits; the new two-year curriculum requires 59 credits of coursework.

The 3+ M.Arch degree program with the current (old) curriculum requires a total of 100 credits; the new two-year curriculum requires 101 credits of coursework.

The MSAS degree program requires 36 credits of coursework. This degree currently is not actively promoted due to low enrollment in recent years. Once the new M.Arch curriculum transition is complete, the SoA will revisit this degree program.

The dual M.Arch/MSAS requires a total of 83 credits, and up to 12 credits from the M.Arch can be applied toward the MSAS.

The dual M.Arch/MRED requires a total of 89 credits, and up to 12 credits from the M.Arch can be applied toward the MRED.
The Graduate Certificate in Historic Preservation requires 15 credits, and elective coursework in the M.Arch can be used toward the HP certificate.

The Graduate Certificate in Urban Design requires 17 credits, and elective coursework in the M.Arch can be used toward the UD certificate.

The Graduate Certificate in Real Estate Development requires 18 credits, and elective coursework in the M.Arch can be used toward the RED certificate.

Please see Appendix G for short descriptions and course lists/roadmaps for each of the degree and certificate programs.

Table 4.1 Degrees/Certificates Granted
School of Architecture – 2011-2018
(As of time of writing, data for 2017-18 was not yet available from OBIA or other University sources. 2017-18 numbers are based on SoA projections.)

Certificate/Degree	Number of Degrees Awarded						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Certificate							
Historic Preservation	7	8	12	6	6	5	3
Urban Design	n/a	n/a	n/a	n/a	7	4	2
Undergraduate							
Architectural Studies, BS	43	39	46	49	31	31	41
Master's							
Architectural Studies, MS	n/a	n/a	n/a	2	3	1	2
Master of Architecture (M.Arch)	45	46	32	25	30	36	26

4.2   Courses offered

The following link from the General Catalog contains a complete listing of courses offered by the School of Architecture: https://catalog.utah.edu/#/courses?expanded=Architecture. The SoA offers no online courses at this time.

Please see Appendix L for the School of Architecture's curricular management plan.

4.3   Programs of study

See Appendix G for examples of programs of study.

4.4   Professional development for students

Professional Practice courses are a required element of an accredited architecture program. The following five Student Performance Criteria related to professional development are outlined by the National Architectural Accrediting Board and are met in the graduate professional practice sequence (ARCH 6700 and ARCH 6701).

D.1 Stakeholder Roles in Architecture: Understanding of the relationships among key stakeholders in the design process – client, contractor, architect, user groups, local community – and the architect's role to reconcile stakeholder needs.

D.2 Project Management: Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

D.3 Business Practices: Understanding of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

D.4 Legal Responsibilities: Understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

D.5 Professional Conduct: Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

The NCARB (National Council of Architectural Registration Boards) Rules of Conduct (https://www.ncarb.org/sites/default/files/Rules_of_Conduct.pdf) and the AIA (American Institute of Architects) Code of Ethics (http://aiad8.prod.acquia-sites.com/sites/default/files/2017-04/AIA-Codeofethics-and-professionalcondcut_033017.pdf) are the professional standards for practicing architects.

In addition to this core coursework in the graduate program, a new undergraduate Professional Practice course is planned for fall 2019. This course will focus on leadership and collaboration in architectural practice.

4.5 Outreach education

The SoA currently has no outreach education, although our students do have the opportunity to study for a semester at a remote location (Bluff, UT, and Volterra, Italy) with SoA faculty. Because these programs are organized and run by the SoA/CA+P, there is no need for contractual oversight regarding faculty, curriculum, and credits. Students in both off-site locations have access to the University through the internet. While some students in Volterra currently are attending architecture courses remotely (using Skype or similar), the goal for that program (as it is for the DesignBuildBLUFF program) is to have all coursework available on site, without any need for remote access to instruction.

4.6 Qualifying exams *N/A*

No qualifying exams are required for either the Master of Architecture or Master of Science in Architectural Studies degrees.

4.7 Final Studio Projects

See Appendix H for sample abstracts and images from recent M.Arch final studio projects and MSAS final projects.

Rather than completing a thesis as the capstone for the M.Arch degree, students are required to complete a final studio project. This design-based project is in keeping with the expectations of the NAAB (our accrediting body) and typical practice at other professional schools of architecture.

Since the last review in 2011-12, these final projects have been completed within a faculty-driven studio context. The faculty in charge of the final studio together with the students choose one or more cities to study. The cities are selected based on student

interest as well as faculty knowledge and contacts, so that faculty can determine specific site areas within the cities, and students are able to travel to the cities and meet with local architects and planners to better understand the city context and local issues. Often alumni living in the selected city assist with general site selection and research. Whenever possible – and particularly for sites outside of the U.S., the site selection is connected to the content of another course, allowing students to have even greater in-depth knowledge of a country. For example, in 2013-14, 2015-16, and 2017-18, sites in Japan were used and the students basing their projects in Japan traveled there as part of a course on materials and construction technology in Japanese architecture. In 2016-17, a site in China was selected, and students using that site traveled to China as part of a Chinese architectural history course.

While the general site within each city is determined by the faculty, students must select a particular building site based on in-person site research. Students also develop a particular building program (function) based on their research and site visits. Table 4.1 lists the selected cities and final studio instructors for each year since the previous review.

Table 4.2: Completed M.Arch Final Studio Project Sites
School of Architecture

Year	City	Instructor
2011-12	Vancouver, BC	Prescott Muir
		Stephen Tobler
2012-13	New York, NY	Prescott Muir
		Stephen Tobler
2013-14	Ofunato, Japan	Prescott Muir
	Chicago, IL	Stephen Tobler
2014-15	New York, NY	Prescott Muir
		Stephen Tobler
2015-16	Tokyo, Japan	Prescott Muir
	Portland, OR	Stephen Tobler
2016-17	Shaxi Village and Dali, Yunnan Province, China	Prescott Muir
	Vancouver, BC	Stephen Tobler
2017-18	Mexico City, Mexico	Prescott Muir
	Tokyo, Japan	Stephen Tobler
2018-19	Havana, Cuba	Jörg Rügemer
	Seattle, WA	Stephen Tobler

MSAS degree candidates are required to complete a final research project. Each candidate has a supervisory committee with three members (MSAS track leader, SOA Chair, and CA+P Associate Dean). Under the direction of the MSAS track leader, the student proposes an investigative study and then completes the project as a demonstration of professional skills gained from the MSAS program. The goal is to complete original research that contributes to the body of knowledge of the profession. At the conclusion of the research, the student makes a public presentation before the supervisory committee and other invited guests to demonstrate proficiency in the research method and outcome. See Table 4.2 for a list of completed and pending MSAS projects.

Table 4.3: Completed and Pending MSAS Projects
School of Architecture

Year	Student	Title	MSAS Track Leader
2018 (pending)	Joshua Biggs	A reconnaissance survey of commercial and mixed-use buildings in downtown Salt Lake City	Robert Young
2018	Jenny Gillespie	A Study of Photogrammetric Imaging and Laser Scanning in Architectural Practice	Ryan Smith
2017	Zahra Ghorbani	Post-tensioned Wood Systems	Ryan Smith
2016	Zahra Maleklou	Implementation of BIPV in Tehran	Ryan Smith
2016	Ardavan Tookaloo	Post Occupancy Evaluation: A case study of Beverley Taylor Sorensen Arts and Education Complex	Ryan Smith
2015	Massih Nilforoushan	Economic Assessment of Timber Drying Methods	Ryan Smith
2015	Brandon Toponce	Designing Ogden	Robert Young
2015	David Wright	Historic Temple Square, Salt Lake City UT: A Cultural Landscape Report	Robert Young
2014	Hannah Turpin	Tremonton City Reconnaissance Level Surveys	Robert Young

5.   Program Effectiveness – Outcomes Assessment

5.1 Learning outcomes assessment procedures

A 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. As a part of our curriculum re-imagination, we are in the process of rewriting our ELOs as well as providing additional layers of assessment to ensure that the new curriculum is appropriately taught (see Appendix J for a current draft of our program ELOs). In addition to tracking student information (recruitment, quality of students, retention, graduation rates), and employer satisfaction (through our advisory committee, extensive contact with and surveys of our professional community, and the participation of local professionals in the review of student work throughout the semester), the data and information sources used to assess outcomes 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 capstone studios, and the end-of-semester all-faculty reviews of student work. Additionally, in February and March 2014, in preparation for our curriculum re-imagination project, 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."

In addition, with the new curriculum we are in the process of formalizing our semester assessments of ELOs by incorporating our end-of-semester all-faculty reviews into a two-phase assessment process in which we assess ELOs at the beginning of each semester and then use the faculty review to gather, analyze, and interpret evidence of actual outcomes. The following proposal is a draft that will be vetted by the faculty during the 2018-19 academic year.

Assessing Expected Learning Outcomes
Before the beginning of each semester, department faculty and instructors will provide the Chair with syllabi for the courses they will teach. The Chair then will organize a workshop in which faculty are grouped according to their areas of expertise. Groups will evaluate the syllabi based on the mapping of objectives as developed in the new curriculum.

The working groups will:
1) discuss how to map specific expected learning outcomes onto courses based on the new curriculum/objective plans;
2) identify gaps in how current course offerings fulfill learning outcomes across their area; and
3) make proposals to the faculty on how to fill those gaps and further develop their syllabi.

In the course of teaching and student assessment, faculty will evaluate whether learning outcomes have been met and bring this analysis to the end-of-semester retreat.
AND

Systematically Gathering, Analyzing, and Interpreting Evidence
Taking into consideration the program's professional accreditation process for evaluating student performance, the faculty has developed a feasible assessment process to provide useful ongoing feedback for necessary curricular adjustments and future resource planning.

At the end of each semester, the faculty will perform a direct summative evaluation. Direct proof of learning is concrete, observable, clear evidence of what students have or have not learned. Summative assessment will take place after the completion of each semester and be used for documenting and presenting student learning outcomes to internal and/or external stakeholders.

The process will entail staggering the assessment of one or two student learning outcomes per semester over a three-semester period. Each semester, appraisal of the selected learning outcomes will occur through an end-of-semester retreat in which student work for specific courses that are expected to cover the selected learning outcome will be presented and assessed by the full faculty. Faculty teaching courses selected for review will present examples of both low and high achieving student projects as well as their grading rubrics for assessment and discussion. In addition to quantitative evaluation from grading rubrics, this entails employing a qualitative analysis that is more flexible and naturalistic in searching for recurring patterns and themes. The goal is not precision in measurement but truthful information about what students have learned and how it is manifest in the design, communication, and analysis of their projects and papers.

Student learning assessment will occur after the semester is over and will be independent from the instructor's individual assessment of a student's work. To ensure further anonymity and confidentiality, the faculty presenting the work will remove students' names and any other potential identifiers from assignments.

5.2   Outcomes assessment feedback

In summer 2018, the SoA Chair and Associate Chair conducted a series of teaching development workshops for the first time to help implement the roll-out of the new curriculum. This series of four workshops was designed to enhance our innovative new undergraduate and graduate curricula, engage faculty and instructors with important pedagogical theories and practices, and assist them with writing syllabi and assessment rubrics to ensure that the ELOs conceived for the new curriculum were a central guiding aspect of the development of new courses. These workshops were for all SoA tenured, tenure-track, career-line, and adjunct faculty teaching in the 2018-19 academic year.

The workshop schedule and topics were as follows:

> SoA Teaching Training Series, Part I:
> Curriculum re-imagination overview, pedagogical theories and practices (learning objectives and outcomes, transparency, accessibility, power dynamics, etc.), introduction to syllabus writing.
>
> SoA Teaching Training Series, Part II:
> Syllabus workshop (peer to peer review) – introduction to writing assessment rubrics. Faculty were asked to bring complete drafts of course syllabi.
>
> SoA Teaching Training Series, Part III:
> Assessment rubrics workshop (peer to peer review) – review of writing assessment rubrics. Faculty were asked to bring drafts of assessment rubrics for course assignments.
>
> SoA Teaching Training Series, Part IV:
> TA and faculty mentoring – Faculty who have a TA assigned to their course were requested to be prepared to meet with the TA (to bring a description of the TA's duties). TAs were present for TA training and discussion with faculty. Faculty without an assigned TA met with other faculty in their teaching area to continue curriculum discussions.

Parts II and III were specifically designed to allow for the assessment of the ELOs and their relationship to syllabus development. Overall, the teaching training series was very successful. Faculty and instructors explored the importance of ELOs for their courses, and during the training series syllabi were developed with appropriate ELOs and with projects and assignments designed to provide students with fitting opportunities to learn and illustrate their mastery of the ELOs. As we move forward with the new curriculum, we will continue to offer our training series. However, once the pedagogical theories and practices are fully adopted as a part of our teaching culture, the series may be less extensive and more focused on assessing the ELOs and their role in structuring syllabi and learning activities.

Our end-of-semester all-faculty reviews of student work are a long-standing method of evaluating the effectiveness of our curriculum. One clear concrete example of how this method works is sequence of reviews that we conducted leading up to our most recent NAAB accreditation in 2016. We focused on particular Student Performance Criteria (SPCs) required for professional accreditation for each review. This allowed the faculty to prepare for the accreditation by assigning SPCs appropriately and developing particular assignments and rubrics to ensure that student work showed evidence of meeting SPCs. Our Design Development studio was created as a direct result of this process.

After evaluating student work in graduate level studios in our end-of-semester evaluation in the spring of 2015, the faculty determined that there was not adequate evidence to meet several SPCs required by NAAB. As a solution, a working group of faculty was created to design a course and a series of exercises that would allow students to show their mastery of building codes, skin assemblies, large scale wall sections, and project scheduling and delivery. In our new curriculum, this Design Development studio has developed into our Professional Integration Studio, which in the spring 2019 semester will be focused on integrating the conceptual design process and professional design development processes that allow students to understand the requisite consultation with allied trades including engineers, codes, contractors, etc. In the Professional Integration Studio, both studio and the building systems application course are given equal weight and coordinated throughout the semester to ensure that students are capable of designing and developing buildings from conception to delivery.

5.3 Degree completion data

See Table 5.1 for graduate degree completion/attrition data.

The data provided by the Office of Budget and Institutional Analysis (OBIA) for Table 5.1 seems mostly accurate, although the number of students in cohort remaining in graduate program for 2015-16 and 2016-17 and the number of students in cohort who completed the master's degree in 2016-17 seem inaccurate (and discussions with OBIA yielded no new information on this discrepancy). The SoA experiences very low attrition in the graduate program, particularly in the two-year program and in the 3+ program after the second semester. The attrition that does occur typically happens during the first (summer) semester of the 3+ program. Please note that the data in Table 5.1 is somewhat distorted by including both the two-year and 3+ Master of Architecture degree students in the same cohort, even though their average time to complete the master's program and their years of graduation are different.

Table 5.1: Graduate Degree Completion/Attrition Data
School of Architecture 2011-2018

Entering Student Cohort Academic Year	Number of students newly enrolled in master's programs	Number of students in cohort who left before completing master's degree	Number of students in cohort who completed master's degree	Average time (in semesters) to complete master's degree*	Number of students in cohort remaining in graduate programs
2011-12	41	2	39	4.9	0
2012-13	34	5	29	5.27	0
2013-14	33	3	30	5.6	0
2014-15	35	2	30	5.6	0
2015-16	32	3	29	4.3	8
2016-17	23	4	15	4.73	19
2017-18	29	0	0	0	29

*The 3+ M.Arch degree is a seven-semester program, and the two-year M.Arch is a four-semester program.

5.4 Employment

Data from 2015 shows that employment demand for recent architecture graduates and intern architects was good, with 98% of employers reporting moderate to very strong demand for this group nationally (http://www.acsa-arch.org/images/default-source/data/acsa-atlas-2015-05.jpg?sfvrsn=0). Since that time, the national economy has continued to grow about 2-2.5% annually, and average Architecture Billing Index (ABI) scores for the first part of 2017 exceeded those from the previous two years (http://www.acsa-arch.org/images/default-source/data/acsa-atlas-2015-05.jpg?sfvrsn=0). The ABI score for June 2018 showed growth for the ninth consecutive month, according to information from the American Institute of Architects (https://www.aia.org/press-releases/205031-june-architecture-firm-billings-stay-positi), which suggests that 2018 will be the eighth consecutive year of growth. Forecasts are cautiously optimistic, with similar growth as in 2018 projected for 2019 and 2020 (https://www.aia.org/articles/205181-despite-emerging-economic-concerns-construc).

This trend is reiterated locally, with a March 2018 article from *Utah Business* stating, "Utah's construction industry is faced with the challenge of plentiful work with no sign of slowing" (https://utahbusiness.com/industry-outlook-construction-2/). In the "2018 Economic Report to the Governor," the Kem C. Gardner Policy Institute of the University of Utah states, "Utah's construction sector posted the highest job growth in 2017, 5.4 percent, fueled by both robust residential and commercial activity. The value of permit authorized nonresidential construction was $2.4 billion in 2017 led by a record-setting $520 million in new office construction." The report also echoes other data sources by forecasting that Utah will continue to be one of the highest performing economies in the country (http://gardner.utah.edu/economics/economic-report-to-the-governor/).

Data from the Bureau of Labor Statistics from May 2017 shows that employment for architects in Utah remains strong, with a mean salary of $63,350 and a mean hourly wage of $31.42 (https://www.bls.gov/oes/current/oes171011.htm). This correlates to graduate student exit interview data collected by the SoA Chair in spring 2017 and 2018. For both years the average post-graduation starting salary was $52,000 and the average hourly wage was about $18.00. In spring 2018 all domestic graduate students who actively sought employment had no difficulty finding a job in the Salt Lake area. As a matter of fact, the majority of domestic graduate students (94% of those interviewed) were working an average of 15.5 hours per week at local architecture firms during the academic year – with some students regularly working as many as 30 hours per week.

6.   Facilities and Resources

6.1   Operating budget issues

The reduction in student numbers in recent years has had a negative impact on 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 rates in the PAC-12, this makes the delivery of a peer-competitive professional graduate program difficult. While we offer excellent value for a professional architecture education and intend to remain as cost-effective as possible, we do feel a budgetary strain to "keep up" with the top architecture schools, particularly in regard to technology and high impact student opportunities. We have been able to leverage University and outside grants to purchase new equipment (such as the CNC mill) and upgrade teaching facilities and equipment (new studio desks, Room 128, Bailey Gallery acoustic retrofit, studio spaces in the Einar Nielsen Fieldhouse, etc.). However, we rely heavily on outside donors for important projects, such as the Fab Lab build-out, the Student Success Center planned for the lower level, and the much-needed future elevator to make our building accessible (see Section 6.2).

The growth of our pre-major Design Foundations program helps to offset the decrease in differential tuition and other income from the graduate program. This growth, together with the efforts of our recruitment consultant, bodes well for a future increase in applications to our graduate programs. However, such an increase also will result in the need for greater financial support (graduate and teaching assistantships), in particular to enhance diversity within our student body with greater numbers of underrepresented students as well as out-of-state and international students. It is possible that after initial funding from the University, some of this new financial support could be covered by the increase in differential tuition due to increased graduate enrollment. However, our goal is to keep our graduate education as cost effective as possible.

We also have a need for additional faculty and administrative support. With the focus on research in both the undergraduate major and the graduate program in our newly re-imagined curriculum, we see the need for at least one additional full-time faculty member in the SoA who has expertise in research methods for architectural design and experience as a professional architect. This faculty line currently is not within the SoA or CA+P budgets. Additionally, in order to effectively build the research opportunities and capacity within our program, new funding is needed for an administrative position to oversee research and the related academic content in both undergraduate and graduate programs (for example, funding that allows a course release for a faculty member).

Since 2016-17, the College has moved toward a mission-centered analysis of expenditures in an effort to invest in those areas of need which have the greatest impact on our mission and academic excellence and also to become more efficient in other areas. We have started this approach with the reallocation of dollars to increase support for students through additional graduate assistantships and by launching the Scholarship Incentive Program (SIP) for faculty. (See Section 2.4 for further description of the SIP program.) We also have added program fees where needed to help offset the costs of our unique high impact educational experiences – for example, students in the new Design Foundations curriculum now pay a fee to help to cover the additional costs of administering the curriculum and its associated support structure (peer mentors and student success advisors) and cohort-building events.

As we continue to develop our new curriculum, the integrated teaching model (with two or more instructors collaboratively teaching) may not be quite as cost-efficient as the conventional teaching model (one instructor per course). However, we feel strongly that this is the best model for contemporary architectural education and well worth any additional cost. We are working to make sure the cost to the students is kept at a minimum, especially for the immersive experiences in our graduate program (DesignBuildBLUFF, Design Build Salt Lake, Urban Design, etc.). We continue to look for outside funding to grow these unique experiences and to build in research opportunities for students and faculty.

At the College level, we currently are 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 and Design Build Salt Lake programs, the Westside Studio in City & 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 focus on healthy environments, in particular lifespan design (e.g., children, the aging, differently-abled). Third, to capitalize on the University'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.

6.2   Physical facilities

Most studio instruction for architecture majors and graduate students occurs in shared, open studios on the third floor of the building. Seminar classes take place in Rooms 228 and 229, which are critically outdated, largely inflexible rooms, and lectures for up to 95 people occur in Room 127, which is similarly outdated. Other seminars and larger lecture courses take place in classrooms across campus, typically in the old Business Classroom Building, the Marriott Library, or the new Gardner Commons classroom building.

Most faculty members have a private office for teaching preparation, engagement in scholarship, and advising, but 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 of Architecture has a conference room enabling private advising for faculty and students and an adjacent office suite for the Chair and SoA Administrative Officer/Graduate Advisor. 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.

The architecture building is a part of the Art and Architecture Center (AAC) 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 the building's shortcomings in terms of maintenance and upkeep, its insufficient support for contemporary teaching methodologies, its inaccessibility, and its inefficiency. Overall program growth has been substantial, from 280 students studying only architecture in 2002 (prior to the change from the Graduate School of Architecture to the College of Architecture + Planning) to double the number in architecture and planning in 10 years. This increase in student numbers 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, that capital campaign was not successful, and since then, the overall student population of the College has grown to around 575 students in design foundations, architecture, multi-disciplinary design, and urban ecology and planning), requiring approximately 350 studio desks. The new smaller desks that we are using in the third floor studios allow for a 33% increase in desk capacity, but we also have had to increase capacity by renovating four racquetball courts in the old Einar Nielsen Fieldhouse to accommodate four additional studio spaces. Because of the need of architecture major and graduate students to be close to the fabrication shop and plotters, we use the Fieldhouse studios primarily for pre-major courses. This is not ideal,

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as a goal of the Design Foundations program is to have the students feel as included in our College as possible – and sending them to a building 10 minutes from the architecture building is not conducive to this. To be most effective, we require additional studio and lab spaces in or closer to the architecture building. This would be most easily accomplished with an addition, as was proposed by the previous Dean. A building addition also would allow for increased capacity for research activities and faculty offices – as the programs in our College and our student numbers continue to grow (we have almost 50% more students now than at the time of the last program review), we have a desperate need for additional office and lab space for faculty and student research and teaching.

While we have made great strides in the last few years in updating teaching spaces, Room 228 (one of only four classrooms in our building) is very outdated. The tiered bolted-in-place seating allows only for one style of teaching and not for the collaborative methods we are trying to integrate into our courses. This space is greatly in need of a major renovation.

The most conspicuous need in the architecture building, however, is even more basic than serving the space demands of teaching and research – the architecture side of the Art and Architecture Complex is completely inaccessible to anyone with mobility issues. The only elevator in the complex is located in the Fine Arts wing, so students, staff, faculty, and visitors who are not able to navigate the stairs must walk or wheel outside or across a bridge at the second or third level to access the elevator. Once at their desired level, they must again move outside or across one of the bridges to return to the Architecture wing. For a school that is committed to teaching about equity and accessibility, the architecture building serves as a blatantly poor example.

We have studied and determined the best location for an elevator (given the seven different levels in the building) and fundraising is ongoing. This important building upgrade needs to take place to help facilitate our teaching and our recruitment of a diverse student body.

6.3 Libraries

The School of Architecture has a very productive and ever-expanding collaboration with the Marriott Library, which supports student research and projects, as well as purchases books, equipment, and software geared toward architecture. The SoA's relationship to the Marriott Library is particularly important as the Library provides teaching and learning spaces (computer classrooms and the new Digital Matters Lab, for example) that are not available in the architecture building. The Marriott Library also continues to be an

excellent partner in providing access to specialized software and equipment such as 3-D printers. Currently the Marriott Library, with some funding from the School of Architecture, is acquiring a large-format 3-D printer that will be very useful to our students. Additionally, the Fine Arts and Architecture Librarian, Luke Leither, has an appointment as an Adjunct Assistant Professor in the School of Architecture and works together with architecture faculty on research grants and projects.

The Katherine W. Dumke Fine Arts and Architecture Library, located on the second floor of the Marriott Library, offers unique spaces and resources for students and faculty 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.

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 of more than 7,000 materials and design processes. The Library expected 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.

6.4 Centers, institutes or bureaus associated with the program

The School of Architecture does not administer any centers, institutes or bureaus, as all centers in the CA+P report directly to the Dean. SoA faculty participate (somewhat peripherally at this time) in the Center for Ecological Planning and Design, within which ITAC (Integrated Technology in Architecture Collaborative) is located.

6.5 Technology

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.

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, Autodesk Architecture, Revit, 3DS Max Design, Adobe Creative Cloud, ESRI ArcGIS, Rhino3D, and SketchUp Pro. A portion of the 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.

The College has 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.

Three classrooms, a conference room, and the faculty lounge (which is used for meetings and reviews of student work) have fixed projection equipment. Students and faculty 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 laser cutter and engraving system connected to a workstation computer with RhinoCAM software and a large format CNC mill in an adjacent "Fab Lab" space. 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 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.

In regard to whether this infrastructure adequately supports the program, with the recent addition of the large format CNC mill, the equipment and tools available for student use is on par with most other schools of architecture. Where the infrastructure is lacking is in the availability of specific software packages used in architectural communications courses, studios, and technology courses (including software for life cycle assessment, lighting simulation, acoustical analysis, building performance analysis, and the like). Much of this software is prohibitively expensive for the SoA to purchase. We work closely with the Marriott Library to provide access to uncommon software whenever possible, but in that case students often must use a computer at the library to access the programs. With our larger student cohorts, it can be difficult to find an adequate room equipped with computers in the library. Our students also would benefit greatly from access to software tutorials (such as those available through Black Spectacles or other companies that focus on architecture software) that would allow them to learn the software at their own pace. Additionally, as we extend our teaching and learning spaces farther from the architecture building (such as our studios in the Fieldhouse), it becomes more and more difficult for our students to readily access our equipment and for our support staff to assist students and faculty in locations outside of the building.

6.6   Staff support

The School of Architecture has one dedicated staff person, the Administrative Officer, who also serves as the Graduate Advisor. Other support staff are shared within the College, including the Senior Accountant, Public Relations Specialist, Director of Development, Computer Technician, Network Manager, and three Academic Advisors. Of these nine positions, six are held by women (five white and one Pacific Islander) and three are held by men (all white).

The great majority of the assistance from staff is in the realm of academic support, particularly by the Academic Advisors, Network Manager, and Computer Technician. The Director of Development supports both the academic and research efforts of the CA+P, by assisting with finding and executing certain kinds of grants (primarily those from family foundations or similar granting agencies), as well as working toward increasing the number of scholarships available to our students and developing donor support for capital improvements and the like. The Public Relations Specialist is a key player in bringing attention to our School and College by advertising the results of important academic and research projects, faculty and student honors and awards, and general information about our programs. The College accountant plays a vital role in all research grants, as well as assisting with the financial management of the academic programs.

The School of Architecture Administrative Officer (AO) is imperative to the smooth operation of the SoA. The AO's responsibilities include handling day-to-day operations and procedures, as well as meetings and events; assisting with the development of department budgets; maintaining and monitoring accounts, budgets, and expenditures of the department and its associated programs; processing and implementing human resource management tasks of SoA faculty, staff, and students; handling payroll for the department and its associated programs; facilitating and processing performance reviews of departmental faculty, staff, and students by the department chair and program directors; collecting, organizing, and analyzing data for specialized reports (e.g., accreditation); advising and assisting graduate students with academic and financial aid concerns and interfacing with the Graduate School, as needed; monitoring graduate student academic progression and graduation and maintaining student and alumni records; providing updates to the websites for the department and its associated programs as directed by the department chair and the program directors; coordinating purchasing activities, personnel actions, document control, and account coding for financial transactions and overseeing the maintenance of departmental records; providing administrative support to the department chair and the program directors; and providing supplemental support to fellow administrative staff in the College, particularly for special events.

The SoA has two additional staff (one male, one female, both foreign-born of Asian descent) who work specifically with the DesignBuildBLUFF program and are based in Bluff, UT. Their roles include facility and equipment upkeep and maintenance, day-to-day operations and support of the DBB program, and DBB program planning and coordination.

The College staff are quite active in the life of the College and provide significant support within their specific areas and also with general College events. Issues that may be of concern to the staff in terms of morale, workload, or participation in department/program administration stem primarily from difficulty with the number and timing of university trainings for new staff in order to get access to necessary information to complete required work in a timely manner. This was particularly evident for the new SoA Administrative Officer, as she continues to have trouble accessing information even after completing the myriad of necessary trainings since her hire in June 2018. It appears as though the University's on-boarding for new staff in important administrative and advising positions could be more streamlined and clear.

Appendix A
School of Architecture Previous Graduate Council Report, MOU, and Follow-up Reports

APPENDIX A INDEX

The Graduate School – University of Utah

GRADUATE COUNCIL REPORT TO THE SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS AND THE ACADEMIC SENATE

April 30, 2012

The Graduate Council has completed its review of the **School of Architecture** in the College of Architecture and Planning.

The External Review Committee included:

Timothy de Noble, AIA (Committee Chair)
Professor and Dean
College of Architecture, Planning and Design
Kansas State University

Nichole Wiedemann, M.Arch
Associate Professor
School of Architecture
University of Texas

Douglas Noble, FAIA, PhD
Associate Professor and Chair
School of Architecture
University of Southern California

The Internal Review Committee of the University of Utah included:

Timothy A. Ameel, PhD
Professor
Department of Mechanical Engineering

Eric Michael Handman, MFA
Assistant Professor
Department of Modern Dance

Pamela K. Hardin, PhD
Assistant Professor
College of Nursing

The following summary is based on an analysis of the self-study materials submitted by the School of Architecture, the reports of the external and internal review committees, the report of the University Diversity Committee, and responses from Prof. Prescott Muir, Director of the School of Architecture, and Prof. Brenda Case Scheer, Dean of the College of Architecture and Planning.

DEPARTMENT PROFILE

Overview

The Department of Architecture has been in existence since 1949 and has been accredited continuously by the National Architectural Accreditation Board (NAAB) since its initial accreditation in 1954. The Department was initially housed in the College of Fine Arts and became the Graduate School of Architecture in 1974. In 2002, the undergraduate program in planning was brought into the same unit as architecture and the unit was renamed College of Architecture + Planning. In 2008, the School of Architecture and the Department of City and Metropolitan Planning became separate departments within the College.

At a recent faculty retreat in Spring 2011, a mission statement was developed for the College that serves to advance the discipline and professions of architecture, design, urban design and planning through excellence in education, scholarly and creative endeavors, and professional and community service. Their mission is to: (1) educate dedicated and competent architects, planners, designers, urban designers, and preservation professionals, and provide general design education to university students; (2) advance knowledge through innovative research, scholarship, and creative work; (3) promote community outreach, internship and service as an important component of our educational responsibility; and (4) foster public sensitivity to architecture, design, planning and related urban and environmental issues. A strategic plan exists for the College, but according to the Director, it was developed prior to the separate establishment of the Department of City and Metropolitan Planning and the School of Architecture in 2008. The School of Architecture currently does not have a program-specific strategic plan in place, which the external reviewers noted was evident in some disparate views of long- and short-term objectives expressed by faculty. The Director's response indicates that the School is now in the process of developing a program-specific strategic plan.

According to the self-study, the architecture program at the University of Utah is one of the smallest state-supported programs in the country, which the faculty acknowledge is both an asset and a liability. Because of its small size, the more intimate learning environment lends itself to highly interactive instruction and personal mentoring of students that fosters collegial relationships, similar to that provided at smaller private schools. In fact, the reviewers commented on the very strong sense of community among both faculty and students. On the negative side, the small program does not appear in the annual rating of architecture schools conducted by Design Intelligence, making it more challenging for the program to maintain national prominence and potentially hindering efforts to recruit nonresident students. Much of the School's national reputation and attraction to prospective students has been attributed to the School's longstanding association with the DesignBuildBluff (DBB) program, which provides students with

opportunities to gain understanding and efficacy of design through hands-on learning on the Navajo Reservation. Although changes in the DBB program's administration and remote location have made student participation and faculty oversight difficult, other design-build initiatives are being planned.

The School currently offers a Bachelor of Science degree in Architectural Studies (BSAS), which students apply to just before their junior year. There also is an Honors Program available for top tier undergraduate architecture students. At the graduate level, the Department offers several versions of the Master of Architecture degree (M.Arch), which is an accredited professional degree. The 4+2 program offers a 4-year pre-professional degree combined with the 2-year professional degree, the 3+ program is designed for those with a baccalaureate degree in a field other than architecture, and the accelerated program, which starts in the Summer semester directly following the senior year and continues for four successive semesters. The School also offers a post-professional Master of Science degree in Architectural Studies (MSAS), which is a nonprofessional program with historic preservation or technology as a major area of study. At present, there are no students enrolled in the MSAS program, which has struggled to build a critical mass of students, and as a result has been dormant for the last several years. The Director's response indicated that there has been renewed interest in the MSAS program, with several new student applicants.

A joint program for the Master of Architecture and Master of Business Administration is available (MBA/M.Arch), and a similar joint program with the Master of Architecture and Master of Real Estate Development is in the early implementation stage. An interdisciplinary graduate-level certificate in Historic Preservation is also offered, which is a 15-credit hour program that focuses on historic preservation issues in the Western U.S. Another graduate-level certificate in Real Estate has been developed, which is an 18-credit hour program combining courses in real estate, architecture and planning.

Faculty

In the last five years, there has been significant turnover amongst the faculty in the School of Architecture. Three new tenure-track faculty and two new clinical faculty were hired, four tenured faculty retired, and one faculty left for another position. For 2010-2011, the School included 9 FTE regular faculty members with different levels of appointments (e.g., two faculty share leadership appointments at the University level; one faculty is on sabbatical). The School anticipates a new regular tenure-track hire for 2012, and is currently in the process of negotiations with a candidate. There also are 22 adjunct faculty members who play a critical role in the teaching mission of the School.

The regular faculty in the School represent 9.0 FTE positions and include 4 assistant professors, 3 associate professors, and 6 full professors (1 as Chair). According to the self-study, the average age of the faculty is 42 years. Last summer, the University converted the salary of the previous dean (who retired) to a dedicated line within the School, which became an open position in the area of history and theory. As noted, negotiations are currently underway with an applicant for this position to begin Fall 2012. The School reported that 41% of faculty are women

and 17% are ethnic or racial minorities. The University Diversity Committee indicated that these percentages are comparable to the University-wide percentages of 28% and 12%, respectively. According to the response from the Director, recent efforts to prioritize diversification of faculty were successful in that the new faculty hire for the history and theory position is a woman of color.

Both the internal and external reviewers were impressed with the distinguished scholarship and research of the faculty. Tenured/tenure-track faculty have active and directed scholarly agendas, resulting in a wide variety of publications, presentations, and creative architecture activities, such as exemplary architectural designs. Faculty are nationally recognized in the areas of Sustainability, Visualization and Animation, Digital Technology, Information Architecture, Structural Concepts, Dynamic Simulation, Preservation, Architectural History and Community Service. The recent new faculty hires are seen as an infusion in energetic talent that can address curricular needs.

Despite limited funding within the architecture discipline, faculty have been successful in securing sponsored research funds from local foundations and corporations and the University, as well as small grants from national foundations. The School continues to prioritize research and offers faculty seed grant funds and some faculty travel support to attend national and international conferences. Both the internal and external reviews commented on the need to examine faculty salaries and increase resource allocations for travel and research in order to facilitate retention of faculty.

Undergraduate Students

The undergraduate population was made up of 316 undergraduate majors in the 2010-2011 academic year, with 36 BS degrees awarded in 2011. This has been a fairly steady rate over the last 5 years. The students are very enthusiastic about the School and expressed respect and enthusiasm for the faculty. Individual exit interviews, conducted by the Director, provide opportunities for each student to provide feedback about the program, and this feedback becomes incorporated into program or curricular changes when warranted.

The internal reviewers commented on the struggles that students face in financing valuable overseas studio opportunities and the lack of an organized structure for finding internship opportunities. Students also expressed some concerns regarding the lack of opportunity to take elective courses, which is partly due to the guidelines for curriculum set by the NAAB. Reviewers indicated that the tenured and tenure-track faculty may be encumbered by covering the required courses at the expense of providing specialized elective offerings, which are more frequently covered by adjunct faculty.

Data regarding undergraduate student majors indicate that 25% are women, which is an improvement since the last review. This indicates that recruitment efforts have been successful in attracting more women into the architecture field of study. The racial and ethnic diversity of the student population is not tracked, but estimated by the School to be at 13%, which again, is an

improvement since the last review. No report of retention or graduation rates of underrepresented groups is provided. The self-study indicates that undergraduate students in the second year of the BSAS degree program have priority in receiving scholarship awards. Students may also apply for University scholarship and financial aid programs.

Graduate Students

The graduate student population was comprised of 104 students in the 2010-2011 academic year, with 43 master's degrees awarded. The rate of graduate student enrollment has remained relatively stable over the past 3 years, with a slight increase since 5 years ago. Of the graduate student population, 30% of students during 2010-2011 were female, and in the self-study the School estimated that 14% belong to underrepresented minority groups, although racial and ethnic diversity is not specifically tracked. This represents an improvement since the last review.

The self-study indicates that approximately 55% of graduate students requesting aid receive some amount of financial assistance. Funding for fellowships and assistantships is provided primarily by the professional community or through construction-related industries, and is awarded to graduate students on a competitive basis. Total aid support amounts to approximately $129,000, which is augmented by the Graduate School's Tuition Benefit Program. Additional funding through the Roger Bailey Traveling Fellowship Fund has supplied some support for international travel through an endowment that currently guarantees about $2,000 per year. The internal review recommended that increased scholarship support for students is warranted with the suggestion of granting somewhat fewer, but higher, graduate stipends in an effort to attract more diverse and international students.

Curriculum and Programs of Study

The School of Architecture offers both undergraduate and graduate degrees. At the undergraduate level, the School offers a bachelor's degree in Architectural Studies (BSAS), a multidisciplinary design minor, and an honors program. The School has developed a proposal for an undergraduate design major, which is currently undergoing University review. A plan to develop a graduate certificate program in design is also being considered. Students are admitted into the BSAS program at the end of their sophomore year. Faculty are currently considering an earlier entry into the program, which would add an extra semester of studio work to students' application portfolios, and therefore benefit them when applying to graduate school. The program is planning to increase undergraduate enrollment, thereby increasing the pool of candidates applying to graduate programs in the School of Architecture. Increasing undergraduate enrollment will also increase the number of applicants applying to out-of-state graduate programs, which can help enhance the national visibility of the program.

At the graduate level, the School of Architecture offers a Master of Architecture degree (M.Arch) with three variations (4+2, 3+, Accelerated) and an MS in Architecture Studies (MSAS), which is currently inactive with no enrolled students. The School also offers a graduate

certificate in Historic Preservation and another graduate certificate in Real Estate. A joint degree program with a Master of Architecture and Master of Business Administration (MBA/M.Arch) is offered, and a similar joint program with a Master of Architecture and Master of Real Estate Development is in the early implementation stage.

Since the last review, the School has developed the accelerated M.Arch program, which consists of four consecutive semesters of study beginning Summer semester (SU, FA, SP, SU). The cost of the accelerated program is 40% less than the traditional M.Arch program for nonresident and international students due to instate tuition being applied during the summer semesters. The accelerated program was developed in an effort to attract more out-of-state and international applicants. The School has admitted two fully subscribed cohorts to the accelerated program to date. The first cohort included more nonresident and international students, but this was not true of the second cohort. Greater publicity about the accelerated program may be necessary in order to attract more out-of-state and international applicants.

A Doctor of Architecture degree is currently not offered, and although it has been considered, the addition of a doctoral degree is not in the immediate or long-range plan of the School at this time. Such an addition would require additional faculty as currently there are few faculty who hold the doctorate degree.

Facilities and Resources

The School is housed in the Architecture Building, which is approximately 33,000 net square feet. The building contains the Roger Bailey Exhibition Hall, two smaller exhibition spaces, two classrooms, large studio spaces for students, faculty offices, a computer lab, an auditorium, and a recently renovated wood and metal shop. An additional classroom is being remodeled into faculty offices. The Exhibition Hall is spacious and used for exhibitions, juries, and receptions. The School sometimes uses other campus facilities for public lectures, professional gatherings, and events when necessary.

Students are assigned their own studio space but lack adequate space for formal juries/critiques in the studios. The building was originally built to house 60 graduate-level students and now houses more than 255 students across the College, in addition to faculty. The limited space reflects the 200% increase in graduate degrees awarded in the past nine years.

The College recently conducted a "Net Zero Retrofit Facilities Plan" that calls for a net zero retrofit, code-compliant upgrade of the existing building and a 19,827-square-foot addition. The College is currently in the process of securing University and state approval for this building project. This initiative was highly praised by the external review team, who saw it as a means of substantially increasing external recognition of and interest in the School.

The College houses collections in the Katherine W. Dumke Fine Arts and Architecture Library within the Marriott Library. Despite budget cuts, journal subscriptions have been maintained and are available electronically. The College Visual Resource Library in Marriott Library maintains a collection of over 40,000 slides for faculty and students to use for teaching

and research purposes. Faculty, students, and staff have access to the School's computer network, scanners, plotters, and other digital equipment. The College has a use agreement with the College of Engineering for equipment sharing.

Over the last seven years, the School has supported a design-build immersive program on the Navajo Indian Reservation. The DesignBuildBluff (DBB) program is a center with a focus on design research in net zero housing for low income families in rural locations. This program has received AIA design awards for its off-the-grid residential buildings and has become a positive brand for the School, providing students with a unique transformative experience. As of 2010, DBB became a non-profit corporation that is managed by its own staff and governing board. These changes in the DBB administration, including the difficulties associated with its remote location, have made student participation and administrative oversight very difficult. The School is currently exploring two new design-build opportunities for students, one locally with the Girl Scouts of Utah to create new buildings for their summer camp, and another focused on building schools in Chiapas, Mexico. The School also maintains an exchange program with the Universidad Nacional del Litoral in Santa Fe, Argentina, and is exploring further such exchange connections in Turin, Italy, and with the Universidad Iberoamericana in Mexico City, Mexico. Such connections provide students with valuable opportunities to experience architecture applications in diverse cultures. Additionally, the School houses the Integrated Technology in Architecture Center (ITAC), which is co-directed by two faculty. ITAC has several ongoing funding research projects in the area of building technology.

Program Effectiveness and Outcomes Assessment

Program assessment consists primarily of individual feedback from graduating students and alumni. The Director conducts exit interviews with each graduating student at the undergraduate and master's level, which have elicited constructive feedback that has been used for program improvement. Examples include: 1) a requirement that a specific piece of design software (Revit) be required in the comprehensive studio, 2) the addressing of concerns regarding adjunct instructor commitment resulting in the replacement of some adjuncts, and 3) the revamping of the curriculum to include finance as one of the topics in research methods. Quantifiable data of program outcomes consists only of degree completion and attrition data.

At the master's level the final studio is intended as a forum for in-depth research, which is demonstrated in a comprehensive final studio project. Student design awards are given to ensure a competitive process. An assessment of these final projects provides another means of measuring program outcomes.

The School's performance is also measured using external assessments. The professional school accreditation is conducted every 6 years and an accreditation review is due in 2013. The School has been continuously accredited by NAAB in good standing since 1954. Overall student performance on the Architectural Registration Exam (ARE) has been high, with the percentage pass rate in the top tier of programs nationally.

The School's Advisory Board, consisting primarily of alumni, meets four times a year to provide input on governance issues, strategic plans and goals. These employers feel that there are no major problems in the program; however, most felt that the writing skills of the graduates could be improved and that presentation skills could be emphasized more. The Board members are highly supportive of the travel programs that allow students to see architecture in other settings and would like to see this program grow.

Although employment of graduates is not systematically tracked, employment opportunities for graduates were reported to be good prior to the recent economic downturn. Prior to 2009, 100% of graduates could find work in the field of architecture. Currently, the employment rate in the profession of architecture is estimated at 30-40%, requiring some graduates to work in allied fields such as construction and product manufacturing.

Actions Taken Since the Last Program Review

The last program review occurred in 2004. Below is a summary of the Graduate Council's recommendations and actions taken by the School of Architecture:

1. <u>National visibility</u>. The College hosted the American Colleges and Schools of Architecture (ACSA) National Conference in 2006, which served to enhance its national visibility. In the last several years, the College's Website has been upgraded, including a student blog, and the Website is updated regularly by a media staff person. In addition, the School was recognized by AIA's publication, *Architect Magazine*, for its leadership in urban and community-related curriculum and outreach.

2. <u>Student diversity</u>. There has been an increased focus on recruiting a broader and larger pool of student applicants. The hiring of a recruitment specialist has resulted in targeted efforts to recruit and retain underserved populations, women, and non-resident students. The School also reports an increase in foreign student applicants. Corresponding increases in both gender and ethnic diversity of faculty were also reported due to faculty hires since the last program review.

3. <u>Restructuring of curriculum</u>. Faculty were hired with expertise in sustainable design and green building design in order to address the concern of increasing curriculum coverage in these areas. Additionally, a revamped professional practice course sequence will be initiated in the fall of 2012 that emphasizes research methods and leadership, which addresses concerns regarding expanding curriculum in critical inquiry.

4. <u>Establishment of separate Architecture and Planning departments</u>. The establishment of separate Architecture and Planning departments within the College has gone smoothly. The programs are closely integrated, with many cross-listed classes and collaborative teaching. The two programs also share service on many committees and responsibilities at the University and College levels. The collaborative atmosphere has been enhanced with the hiring of the new City and Metropolitan Planning Department Chair.

5. RPT policy. RPT policies and procedures have been revised to incorporate the suggestions offered in the last Graduate Council Review to clarify the expectations for promotion and tenure. Since the last program review, four new faculty have successfully achieved tenure status.

COMMENDATIONS

Both the external and internal reviews offered considerable praise for accomplishments that the School has made since the last review. The following represents a synthesis of the commendations discussed in the internal and external reports in regard to the School of Architecture:

1. The faculty should be highly commended for the positive learning environment they have created. There is evidence of a strong commitment to the academic and personal welfare of students, and the students think very highly of their faculty. Among other areas of interest, the focus on design and sustainability, and extremely relevant and politically engaged areas of inquiry, are notable. Additionally, faculty have established longstanding relationships with the local architectural community, who serve as expert reviewers of student work.

2. The program has received some well-deserved national recognition through the DesignBuildBluff program. While not required of all students, much of the School's national reputation and attraction to prospective students comes from this loosely associated program. Opportunities for design/build activities are important in this era as students gain significant understanding and efficacy of design through hands-on learning. The potential for recognition and good will generated through service learning is also important in building the regional and national reputation of the program. The program is currently pursuing additional design-build opportunities for students both locally and internationally.

3. Faculty should be applauded for their creative revisions to the curricula in an attempt to increase visibility for the School. Expanding the undergraduate program and developing an accelerated graduate program are innovative steps meant to both import and export an increase in out-of-state students.

4. The School should also be congratulated on its ongoing efforts to increase diversity by way of mentoring programs, connecting with historically underrepresented student organizations, and creating a summer program for high school students, as well as the hiring of a recruitment specialist.

5. Tenured faculty are supportive of and invested in the success of the junior faculty. Lines of communication are open between senior and junior faculty and there exists a sense of high morale and stability, which encourages a stimulating exchange of ideas. Additionally, revisions to RPT policies and procedures include updates that better reflect aspects of the field of architecture as a profession as well as an academic discipline with unique and multiple areas of inquiry. RPT expectations seem appropriate and clear and have resulted in junior faculty giving high marks to the College on its RPT process.

6. The College is to be congratulated on hiring effective development staff who have provided important strategic support to the School and College, including invaluable assistance in grant writing and grant management, as well as coordination of philanthropic support.

7. The available space in the Architecture Building is being used strategically and completely. Faculty have advocated for students and provided the resources they need to be competitive in applying for graduate school and employment. Faculty and students wisely utilize other campus facilities when necessary, including the College of Engineering, the Marriott Library, and the Utah Museum of Fine Arts.

RECOMMENDATIONS

The following recommendations represent a synthesis of the recommendations discussed in the internal and external reports in regard to the School of Architecture:

1. An updated, program-specific five-year strategic plan that incorporates the newly devised mission statement and also includes program goals and objectives should be completed as planned. This strategic plan should be based on input from all faculty and be revisited annually to assess progress towards the established objectives and goals.

2. At present, program assessment is primarily based on anecdotal evidence. Although it is apparent that student input is taken seriously, as it has been used constructively to improve the program, efforts should be undertaken to acquire objective, quantifiable data that may be used to assess program outcomes. An objective assessment instrument that requires numeric input could be designed and implemented in conjunction with the exit interviews currently conducted with graduates by the Director. Similar instruments could be used annually with both graduating students and alumni to allow for anonymous input and generate a database for assessing quantifiable program changes over time.

3. The accelerated program at the graduate level, although successful locally, appears to lack broader visibility. To increase awareness and grow the enrollment among nonresident and international students, the accelerated master's program should be advertised more widely. Although it may be difficult at present, increasing the number of students in the undergraduate program would positively impact the program.

4. All efforts to continue to build faculty and student diversity should be maintained and enhanced. Ongoing recruitment efforts to increase student quality and diversity should be continued and expanded. The Office of the Associate Vice President for Equity and Diversity is committed to this goal and may provide useful ideas and strategies in this regard. The use of annual progress reports to the Graduate School should be considered as a way to encourage the Department to work effectively towards this goal.

5. Development efforts should be continued. Development priorities should include a capital campaign to refit and expand the Architecture Building, purchase of additional digital fabrication equipment to keep the program current, more funds for salary enhancement, professional development and sabbatical opportunities for faculty, and promotional efforts to increase the national visibility of the School. Additionally, to assist the student recruitment effort, resources to grow the number of scholarships and teaching assistantship opportunities for students should also be pursued.

6. The School should consider establishing a more formalized mechanism to enhance consistent communication of events, deadlines, and opportunities across the entire school community. Scheduling periodic informational gatherings of the entire School, along with regular communiqués, would also serve to provide a more formal mechanism of communication, particularly between faculty and students.

7. The School may wish to consider alternative strategies to its present policy for the granting of graduate student aid. The granting of somewhat fewer, but higher, graduate stipends would be one way to attract more, and potentially stronger, students from outside the state. This may also serve to attract more diverse and international students.

Submitted by the Ad Hoc Review Committee of the Graduate Council:

Lora Tuesday Heathfield, Department of Educational Psychology (Chair)
Chris Lippard, Department of Film and Media Arts
Jeff Stratman, Department of Operations and Information Systems
Ed Barbanell, Department of Philosophy (Undergraduate Council Representative)

FACULTY AND STAFF

SCHOOL OF ARCHITECTURE

FACULTY	TENURE	CONTRACT	ADJUNCT
Number of faculty with Doctoral degree	3	0	2
Number of faculty with Master's degrees	11	1	14
Number of faculty with Bachelor's degrees	0	1	6
Other Faculty	0	0	0
TOTAL	14	2	22
STAFF	**FULL-TIME**	**PART-TIME**	
Administrative	1	0	
Secretarial/Clerical	1	0	
Laboratory Aides/Instructors	0	11	
Advisors	0	0	
Teaching/Graduate Assistants	0	25	
Other Staff	1	0	
TOTAL	3	36	

The OBIA tables included with the Graduate Council report are required by the Board of Regents, but do not currently match the University of Utah's faculty classifications.

STUDENTS

NOTE: Faculty FTE has been reduced by the amount of FTE paid for by sponsored research (Fund 5000).

SCHOOL OF ARCHITECTURE

ACAD YR	Student Annual FTE		Faculty								Student FTE to Faculty FTE	
			Regular				Auxiliary					
	Ugrad	Grad	Prof	Assc	Asst	Inst	Ajnct	Res	Visit	Lect	Ugrad	Grad
2010-2011	132.3	157.0	6	3	4	0	8	0	1	1	9.79	11.91
2009-2010	134.0	136.5	7	3	5	0	5	1	3	1	8.96	9.12
2008-2009	141.7	133.3	8	4	6	0	6	1	3	1	8.82	8.30
2007-2008	148.0	118.9	7	3	6	0	6	2	4	2	9.52	7.65
2006-2007	146.3	104.8	7	3	7	0	3	2	7	2	6.90	4.94

ACAD YR	Majors*		Degrees Conferred***		
	Ugrad	Grad	Bach	Master	PhD
2010-2011	316	104	36	43	-
2009-2010**	308	103	45	45	-
2008-2009**	315	95	43	34	-
2007-2008**	299	79	41	22	-
2006-2007**	300	68	37	32	-

*Includes PreMajors in Architectural Studies; includes Architecture and Architectural Studies, only

**Did not include major counts for "Urban Planning", "City & Metropolitan Planning" and "Metro Planning, Policy and Design" for academic years 2006-07 through 2009-10.

***Degree counts included only "University Studies: Architecture" and "Architectural Studies" and "Architecture"

FINANCIAL ANALYSIS

Expense	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Instructional Costs	1,528,384	1,500,722	1,551,414	1,700,948	1,677,578
Support Costs	14,561	105,093	168,558	172,785	192,457
Other Expenses	97,962	158,428	128,351	142,736	161,594
Total Expense	1,640,907	1,764,244	1,848,323	2,016,469	2,031,629
Revenue	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Legislative Appr. w/EB	1,699,260	1,739,450	1,839,529	1,971,177	2,107,297
Training Grants	42	8,333			
Reallocation 49910	-	-	-	-	-
Tuition to Program					
Fees	-	-	-	-	-
Total Revenue	1,699,302	1,747,783	1,839,529	1,971,177	2,107,297
Difference	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Revenue-Expense	58,395	(16,460)	(8,793)	(45,291)	75,668

Memorandum of Understanding
School of Architecture
Graduate Council Review 2011-12

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on June 25, 2012, and concludes the Graduate Council Review of the School of Architecture. Michael L. Hardman, Interim Senior Vice President for Academic Affairs; Brenda C. Scheer, Dean of the College of Architecture + Planning; Prescott M. Muir, Director of the School of Architecture; Charles A. Wight, Dean of the Graduate School; and Donna M. White, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the revised Graduate Council review completed on April 30, 2012. At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: An updated, program-specific five-year strategic plan that incorporates the newly devised mission statement and also includes program goals and objectives should be completed as planned. This strategic plan should be based on input from all faculty and be revisited annually to assess progress towards the established objectives and goals.

The Director of the School of Architecture held a faculty retreat in 2011 and developed the current mission statement as well as program goals and objectives. For the last year, the College has been engaged in a strategic planning process and the Dean has provided an outline for the School to use. This combined effort to finalize strategic plans both at the College and School levels must be completed for the national accreditation review scheduled for 2013. Once completed, the strategic plan will be revisited annually for the National Architectural Accreditation Board (NAAB) and updates will also be articulated in annual progress reports prepared for the Graduate School.

Recommendation 2: At present, program assessment is primarily based on anecdotal evidence. Although it is apparent that student input is taken seriously, as it has been used constructively to improve the program, efforts should be undertaken to acquire objective, quantifiable data that may be used to assess program outcomes. An objective assessment instrument that requires numeric input could be designed and implemented in conjunction with the exit interviews currently conducted with graduates by the Director. Similar instruments could be used annually with both graduating students and alumni to allow for anonymous input and generate a database for assessing quantifiable program changes over time.

The Director and the Dean described numerous quantifiable measures of program assessment that are based on student performance indicators. Some examples include: licensing exam results (students from this program have been in the top 10-12 ranked programs nationally for many years), annual public juried reviews of the final master's projects of all graduating students, and over 30 specific measures of student performance required by the national accreditation body which again are based on student performance outcomes. These are all quantifiable indicators that present evidence that go beyond the anecdotal. In addition, since the Graduate Council external and internal reports were submitted, the Director has worked with the Center for Teaching and Learning Excellence (CTLE) to redesign the exit interview he uses to provide more objective, quantifiable answers. This new survey was implemented for the first time in the spring of 2012. The faculty will be encouraged to continue to use this feedback and data in ongoing ways as they continue to make decisions on improving the program. The Director noted that he has not yet addressed the part of the recommendation on annual interviews with alumni but he is supportive of this suggestion.

Recommendation 3: The accelerated program at the graduate level, although successful locally, appears to lack broader visibility. To increase awareness and grow the enrollment among nonresident and international students, the accelerated master's program should be advertised more widely. Although it may be difficult at present, increasing the number of students in the undergraduate program would positively impact the program.

The Director agrees that it is a goal to recruit high quality students who are nonresident and/or international at the graduate level. He will work with the new College recruitment/public relations staff in this regard and will engage the faculty, through the strategic planning process, to consider the most effective way to revitalize the accelerated program while upping the quality of the students. Undergraduate admission is already selective, and it would be difficult to increase the number of students in the undergraduate program due to facility and other resource challenges. The U. of U. has the only School of Architecture in the state, so it is important to maintain a reasonable percentage of admissions for in-state students. At the same time, the Graduate Dean urged the Director and Dean to recruit top undergraduate students from outside of Utah in order to boost the graduate programs in general.

Recommendation 4: All efforts to continue to build faculty and student diversity should be maintained and enhanced. Ongoing recruitment efforts to increase student quality and diversity should be continued and expanded. The Office of the Associate Vice President for Equity and Diversity is committed to this goal and may provide useful ideas and strategies in this regard. The use of annual progress reports to the Graduate School should be considered as a way to encourage the Department to work effectively towards this goal.

Ongoing, strategic efforts to increase diversity among faculty and students have yielded results for the School, and the Dean and Director remain committed to maintaining and enhancing those efforts. Currently, the School of Architecture faculty is 50% more diverse than other programs at the University, and diversity among the student body has been increased since the last review. The Director and Dean are proactive in their diversity efforts and discussed strategies to recruit more Hispanic students from the community and also to create a cohort model based on the Medical School's, which is planned to start in the fall of 2013. It should be noted that there are several commendations (one in the report of the University Diversity Committee) for the efforts and results the School has achieved to increase diversity. Since this review took place, a new faculty member, a woman of color, has been hired.

Recommendation 5: Development efforts should be continued. Development priorities should include a capital campaign to refit and expand the Architecture Building, purchase of additional digital fabrication equipment to keep the program current, more funds for salary enhancement, professional development and sabbatical opportunities for faculty, and promotional efforts to increase the national visibility of the School. Additionally, to assist the student recruitment effort, resources to grow the number of scholarships and teaching assistantship opportunities for students should also be pursued.

The Dean has a well-conceived development plan in place. She works on annual goals that address all of the priorities listed in this recommendation, and there are major gift donors that are being pursued. All parties agreed that this recommendation is a challenge on many levels but the Sr. Vice President will continue to work with the Dean to make progress. The refit and expansion of the Architecture building and the acquisition of digital fabrication equipment are crucial initiatives to move forward if the School is to stay current and viable nationally and internationally.

The longstanding relationship of the School to the DesignBuildBluff (DBB) program is in a state of flux, and though it offers many opportunities in terms of national visibility, recruitment, and student research, there remain many challenges in terms of resources, management, and leadership. The Sr. Vice President is working with the Dean to strategize about the future of this program to make the undertaking successful and sustainable.

Recommendation 6: The School should consider establishing a more formalized mechanism to enhance consistent communication of events, deadlines and opportunities across the entire School community. Scheduling periodic informational gatherings of the entire School, along with regular communiqués, would also serve to provide a more formal mechanism of communication, particularly between faculty and students.
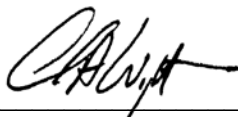
The College has created a staff position for a media/events coordinator who is also updating the Website. All events are highlighted on the Website and are included on a School-wide calendar created on CANVAS. In addition, annual social events and numerous Brown Bag events have been offered in the past, and currently a student blog is being created to connect students to students as well as students to faculty. The School is making comprehensive, concerted efforts to address this recommendation.

Recommendation 7: The School may wish to consider alternative strategies to its present policy for the granting of graduate student aid. The granting of somewhat fewer, but higher, graduate stipends would be one way to attract more, and potentially stronger, students from outside the state. This may also serve to attract more diverse and international students.

The School will continue to distribute existing funds and supplement assistantships with scholarship endowment funds for graduate students as is warranted. The Graduate Dean encouraged the Director to involve the faculty in decision-making regarding making awards to exceptional students at full funding levels. The faculty could decide that they want to prioritize attracting out-of-state and international students with these higher level funding offers. It should be noted that the high visibility international exchange opportunities with the Universidad Nacional del Litoral of Santa Fe, Argentina, has had a positive impact on the School's recruitment efforts.

This memorandum of understanding is be followed by annual letters of progress from the director of the School of Architecture to the dean of the Graduate School. Letters will be submitted each year until all of the actions described in the preceding paragraphs have been completed.

Michael L. Hardman
Brenda C. Scheer   Charles A. Wight
Prescott M. Muir   Dean, The Graduate School
Charles A. Wight   July 12, 2012
Donna M. White

2014 Follow-up Report

Memorandum of Understanding
School of Architecture
Graduate Council Review 2011-12

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on June 25, 2012, and concludes the Graduate Council Review of the School of Architecture. Michael L. Hardman, Interim Senior Vice President for Academic Affairs; Brenda C. Scheer, Dean of the College of Architecture + Planning; Prescott M. Muir, Director of the School of Architecture; Charles A. Wight, Dean of the Graduate School; and Donna M. White, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the revised Graduate Council review completed on April 30, 2012. At the wrap-up meeting, the working group agreed to endorse the following actions:

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The Director of the School of Architecture held a faculty retreat in 2011 and developed the current mission statement as well as program goals and objectives. For the last year, the College has been engaged in a strategic planning process and the Dean has provided an outline for the School to use. This combined effort to finalize strategic plans both at the College and School levels must be completed for the national accreditation review scheduled for 2013. Once completed, the strategic plan will be revisited annually for the National Architectural Accreditation Board (NAAB) and updates will also be articulated in annual progress reports prepared for the Graduate School.

2014: The faculty holds two retreats annually, one in the fall before start of school and one in the spring after the completion of the semester. The spring retreat is dedicated to assessment and making recommendations for curriculum adjustments. The fall retreat is dedicated to making committee assignments and setting committee work agendas that are directly tied to implementation of the 2012 strategic plan. This year's agenda will be moving beyond the initial 3 year action plan to the 5 year level.

The SoA participated in a NAAB accreditation review in 2013 with final results delivered in the summer of 2013. This year has been dedicated to implementing changes recommended by the visiting team report that includes curriculum adjustments and a review of college level procedures and policies. An abbreviated Annual NAAB report was filed in the fall of 2013. The dean's office created an associate chair position dedicated to preparing for the next NAAB visit in 2016. Associate Professor Mimi Locher accepted this appointment.

Recommendation 2: At present, program assessment is primarily based on anecdotal evidence. Although it is apparent that student input is taken seriously, as it has been used constructively to improve the program, efforts should be undertaken to acquire objective, quantifiable data that may be used to assess program outcomes. An objective assessment instrument that requires numeric input could be designed and implemented in conjunction with the exit interviews currently conducted with graduates by the Director. Similar instruments could be used annually with both graduating students and alumni to allow for anonymous input and generate a database for assessing quantifiable program changes over time.

The Director and the Dean described numerous quantifiable measures of program assessment that are based on student performance indicators. Some examples include: licensing exam results (students from this program have been in the top 10-12 ranked programs nationally for many years), annual public juried reviews of the final master's projects of all graduating students, and over 30 specific measures of student performance required by the national accreditation body which again are based on student performance outcomes. These are all quantifiable indicators that present evidence that go beyond the anecdotal. In addition, since the Graduate Council external and internal reports were submitted, the Director has worked with the Center for Teaching and Learning Excellence (CTLE) to redesign the exit interview he uses to provide more objective, quantifiable answers. This new survey was implemented for the first time in the spring of 2012. The faculty will be encouraged to continue to use this feedback and data in ongoing ways as they continue to make decisions on improving the program. The Director noted that he has not yet addressed the part of the recommendation on annual interviews with alumni but he is supportive of this suggestion.

2014: The SoA continues to conduct quantitative and qualitative assessment of student performance. Each studio class participates in year-end juries of students work with juries comprised of faculty and seasoned practitioners. In 2013 the program participated in a NAAB visiting team review culminating in a final report with the next accreditation visit scheduled for 2016. The Chair continues to conduct exit interviews of all graduating students, an anonymous survey of graduates and a survey of alumni conducted in the summer of 2012. The alumni survey will be conducted again in 2015. In the past the college receives input and feedback from an Advisory Council that will be reconstituted under the new dean's direction.

Recommendation 3: The accelerated program at the graduate level, although successful locally, appears to lack broader visibility. To increase awareness and grow the enrollment among nonresident and international students, the accelerated master's program should be advertised more widely. Although it may be difficult at present, increasing the number of students in the undergraduate program would positively impact the program.

The Director agrees that it is a goal to recruit high quality students who are nonresident and/or international at the graduate level. He will work with the new College recruitment/public relations staff in this regard and will engage the faculty, through the strategic planning process, to consider the most effective way to revitalize the accelerated program while upping the quality of the students. Undergraduate admission is already selective, and it would be difficult to increase the number of students in the undergraduate program due to facility and other resource

challenges. The U. of U. has the only School of Architecture in the state, so it is important to maintain a reasonable percentage of admissions for in-state students. At the same time, the Graduate Dean urged the Director and Dean to recruit top undergraduate students from outside of Utah in order to boost the graduate programs in general.

2014: It looks like the enrollment for incoming graduate students this year is up considerably from last year with 16 external students of the 36 accepted. However the interest in the accelerated program continues to lag behind expectations and was canceled this year due to too lack of interest.

The college has redoubled recruitment efforts with forays into the local highschools followed by hosted events on campus. The SoA will be conducting a summer workshop targeting highschool students especially from underrepresented communities. We have a new director of the Design Build Bluff graduate school program who is making recruitment inroads with the Navajo Nation where the program is located. The Chair is joining an AIA sponsored diplomatic exchange with Dali University, China this summer with an eye on further student recruitment.

Recommendation 4: All efforts to continue to build faculty and student diversity should be maintained and enhanced. Ongoing recruitment efforts to increase student quality and diversity should be continued and expanded. The Office of the Associate Vice President for Equity and Diversity is committed to this goal and may provide useful ideas and strategies in this regard. The use of annual progress reports to the Graduate School should be considered as a way to encourage the Department to work effectively towards this goal.

Ongoing, strategic efforts to increase diversity among faculty and students have yielded results for the School, and the Dean and Director remain committed to maintaining and enhancing those efforts. Currently, the School of Architecture faculty is 50% more diverse than other programs at the University, and diversity among the student body has been increased since the last review. The Director and Dean are proactive in their diversity efforts and discussed strategies to recruit more Hispanic students from the community and also to create a cohort model based on the Medical School's, which is planned to start in the fall of 2013. It should be noted that there are several commendations (one in the report of the University Diversity Committee) for the efforts and results the School has achieved to increase diversity.   Since this review took place, a new faculty member, a woman of color, has been hired.

2014: See response to recommendation #3 above. The SoA hired a person of color to be the Director of the Design Build Bluff program for the 2013/2014 academic year. The college hired Saolo Bethan as the new recruitment office for the college. The SoA was able to finally launch next fall our new Architecture LEAP cohort program that will be targeting underrepresented student audiences. The Chair completed articulation agreements with the University of Wyoming and renewed ones with BYU Provo and BYU Idaho that included site visits to recruit students. Further efforts to identify potential students include identifying community colleges with pre-architecture programs and making contact with them.

Recommendation 5: Development efforts should be continued. Development priorities should include a capital campaign to refit and expand the Architecture Building, purchase of additional digital fabrication equipment to keep the program current, more funds for salary enhancement, professional development and sabbatical opportunities for faculty, and promotional efforts to increase the national visibility of the School. Additionally, to assist the student recruitment effort, resources to grow the number of scholarships and teaching assistantship opportunities for students should also be pursued.

The Dean has a well-conceived development plan in place. She works on annual goals that address all of the priorities listed in this recommendation, and there are major gift donors that are being pursued. All parties agreed that this recommendation is a challenge on many levels but the Sr. Vice President will continue to work with the Dean to make progress. The refit and expansion of the Architecture building and the acquisition of digital fabrication equipment are crucial initiatives to move forward if the School is to stay current and viable nationally and internationally.

2014: During the dean search this year the capital campaign continues with emphasis on securing a lead gift. Scholarship donations have remained steady without significant increase. The ITAC research center has attracted some new grant money being reenergized by the return of it's co-director who was on sabbatical last year.

The longstanding relationship of the School to the DesignBuildBluff (DBB) program is in a state of flux, and though it offers many opportunities in terms of national visibility, recruitment, and student research, there remain many challenges in terms of resources, management, and leadership. The Sr. Vice President is working with the Dean to strategize about the future of this program to make the undertaking successful and sustainable.

2014: The SoA hired a new director for the DBB program this year under a term of three years. The program has received several new grants not previously achieved. The program replaced through contributions an existing vehicle. The new director has just finished his initial year and completed the second house over this period. The MOU between the SoA and the University of Colorado Denver was renewed. In this next year the director is expected to rebuild the advisory committee and expand development opportunities.

Recommendation 6: The School should consider establishing a more formalized mechanism to enhance consistent communication of events, deadlines and opportunities across the entire School community. Scheduling periodic informational gatherings of the entire School, along with regular communiqués, would also serve to provide a more formal mechanism of communication, particularly between faculty and students.

The College has created a staff position for a media/events coordinator who is also updating the Website. All events are highlighted on the Website and are included on a School-wide calendar created on CANVAS. In addition, annual social events and numerous Brown Bag events have been offered in the past, and currently a student blog is being created to connect students to students as well as students to faculty. The School is making comprehensive, concerted efforts to address this recommendation.

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The School will continue to distribute existing funds and supplement assistantships with scholarship endowment funds for graduate students as is warranted. The Graduate Dean encouraged the Director to involve the faculty in decision-making regarding making awards to exceptional students at full funding levels. The faculty could decide that they want to prioritize attracting out-of-state and international students with these higher level funding offers. It should be noted that the high visibility international exchange opportunities with the Universidad Nacional del Litoral of Santa Fe, Argentina, has had a positive impact on the School's recruitment efforts.

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This memorandum of understanding is be followed by annual letters of progress from the director of the School of Architecture to the dean of the Graduate School. Letters will be submitted each year until all of the actions described in the preceding paragraphs have been completed.

Michael L. Hardman
Brenda C. Scheer   _____
Prescott M. Muir   Charles A. Wight
Charles A. Wight   Dean, The Graduate School
Donna M. White   July 12, 2012

Memorandum of Understanding
School of Architecture
Graduate Council Review 2011-12

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on June 25, 2012, and concludes the Graduate Council Review of the School of Architecture. Michael L. Hardman, Interim Senior Vice President for Academic Affairs; Brenda C. Scheer, Dean of the College of Architecture + Planning; Prescott M. Muir, Director of the School of Architecture; Charles A. Wight, Dean of the Graduate School; and Donna M. White, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the revised Graduate Council review completed on April 30, 2012. At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: An updated, program-specific five-year strategic plan that incorporates the newly devised mission statement and also includes program goals and objectives should be completed as planned. This strategic plan should be based on input from all faculty and be revisited annually to assess progress towards the established objectives and goals.

The Director of the School of Architecture held a faculty retreat in 2011 and developed the current mission statement as well as program goals and objectives. For the last year, the College has been engaged in a strategic planning process and the Dean has provided an outline for the School to use. This combined effort to finalize strategic plans both at the College and School levels must be completed for the national accreditation review scheduled for 2013. Once completed, the strategic plan will be revisited annually for the National Architectural Accreditation Board (NAAB) and updates will also be articulated in annual progress reports prepared for the Graduate School.

2014: The faculty holds two retreats annually, one in the fall before start of school and one in the spring after the completion of the semester. The spring retreat is dedicated to assessment and making recommendations for curriculum adjustments. The fall retreat is dedicated to making committee assignments and setting committee work agendas that are directly tied to implementation of the 2012 strategic plan. This year's agenda will be moving beyond the initial 3 year action plan to the 5 year level.

The SoA participated in a NAAB accreditation review in 2013 with final results delivered in the summer of 2013. This year has been dedicated to implementing changes recommended by the visiting team report that includes curriculum adjustments and a review of college level procedures and policies. An abbreviated Annual NAAB report was filed in the fall of 2013. The dean's office created an associate chair position dedicated to preparing for the next NAAB visit in 2016. Associate Professor Mimi Locher accepted this appointment.

2016: Recommendation 1 has been fully addressed in a sustainable manner.

Prescott Muir completed his term as Chair in December 2014, and Associate Professor Mimi Locher moved into the Chair position. Associate Professor Lisa Henry Benham was appointed Associate Chair and worked with the Chair to lead the School of Architecture (SoA) faculty in a visioning process to respond to the College's new vision put forth by Dean Keith Diaz Moore, who joined the College in July 2014. As part of the preparation for the spring 2016 NAAB accreditation visit, the SoA rearticulated its mission and core beliefs in relation to the many changes which have occurred in the College and in the profession since the previous mission, vision, and strategic plans were developed. At the heart of the current School mission is the recognition that architectural practice is inherently value-laden and therefore recognition of the values underlying our processes and products is essential in our research and teaching. The full vision and mission are available here: http://soa.cap.utah.edu/vision-and-mission/.

The SoA strategic plan is integrally connected to the CA+P's long range plan, which came out of a college-wide retreat in January 2015. The faculty of the College 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/). 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 developed into a long range planning document and presented to the SoA faculty for review and revision at the School's fall 2015 retreat.

The major goals of the strategic plan include:
1. Re-imagination of the undergraduate and graduate curricula.
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.
4. 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.
5. Implement a meaningful set of interdisciplinary learning experiences for our students by fall 2016.
6. 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.
7. 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.

In response, we have begun a year-long curriculum re-imagination process facilitated by CTLE. We are making excellent headway on the creation of innovative curricula based on our mission and values. We also created a comprehensive recruitment plan and increased available Graduate Assistantship funds by $30,000. We continue to work with the local professional community to increase support through new scholarships and fellowships. To provide interdisciplinary learning experiences, we have implemented a College-wide charrette activity in the first week of the fall semester and the SoA has worked with the City and Metropolitan Planning program to develop a collaborative nested studio experience. DesignBuildBLUFF 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. A working group of faculty from multiple disciplines across the University has been meeting regularly and working on a planning document for shared activities in the Bluff area. In spring 2017, some SoA studio courses will meet in newly renovated spaces in the Fieldhouse, freeing up space in the building for collaborative work areas and multi-media classrooms.

Recommendation 2: At present, program assessment is primarily based on anecdotal evidence. Although it is apparent that student input is taken seriously, as it has been used constructively to improve the program, efforts should be undertaken to acquire objective, quantifiable data that may be used to assess program outcomes. An objective assessment instrument that requires numeric input could be designed and implemented in conjunction with the exit interviews currently conducted with graduates by the Director. Similar instruments could be used annually with both graduating students and alumni to allow for anonymous input and generate a database for assessing quantifiable program changes over time.

The Director and the Dean described numerous quantifiable measures of program assessment that are based on student performance indicators. Some examples include: licensing exam results (students from this program have been in the top 10-12 ranked programs nationally for many years), annual public juried reviews of the final master's projects of all graduating students, and over 30 specific measures of student performance required by the national accreditation body which again are based on student performance outcomes. These are all quantifiable indicators that present evidence that go beyond the anecdotal. In addition, since the Graduate Council external and internal reports were submitted, the Director has worked with the Center for Teaching and Learning Excellence (CTLE) to redesign the exit interview he uses to provide more objective, quantifiable answers. This new survey was implemented for the first time in the spring of 2012. The faculty will be encouraged to continue to use this feedback and data in ongoing ways as they continue to make decisions on improving the program. The Director noted that he has not yet addressed the part of the recommendation on annual interviews with alumni but he is supportive of this suggestion.

2014: The SoA continues to conduct quantitative and qualitative assessment of student performance. Each studio class participates in year-end juries of students work with juries comprised of faculty and seasoned practitioners. In 2013 the program participated in a NAAB visiting team review culminating in a final report with the next accreditation visit scheduled for 2016. The Chair continues to conduct exit interviews of all graduating students, an anonymous survey of graduates and a survey of alumni conducted in the summer of 2012. The alumni survey will be conducted again in 2015. In the past the college receives input and feedback from an Advisory Council that will be reconstituted under the new dean's direction.

2016: Recommendation 2 is almost addressed, with specific tasks identified for completion.
The SoA evaluates the efficacy and outcomes of the M.Arch degree program utilizing several different forms of assessment. Since spring 2014, 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 graduate students at the end of the academic year asks about learning and

achievement opportunities related to accreditation-mandated Student Performance Criteria and the SoA mission and core beliefs.

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 continue to provide additional information regarding preparation for professional work and life within the architectural community.

The results of these varied annual assessment activities are collated and discussed in the SoA retreat at the start of each fall semester. The faculty then identify 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. Since we are currently engaged in major curricular change, new assessment instruments will need to be developed to provide accurate quantifiable data.

Recommendation 3: The accelerated program at the graduate level, although successful locally, appears to lack broader visibility. To increase awareness and grow the enrollment among nonresident and international students, the accelerated master's program should be advertised more widely. Although it may be difficult at present, increasing the number of students in the undergraduate program would positively impact the program.

The Director agrees that it is a goal to recruit high quality students who are nonresident and/or international at the graduate level. He will work with the new College recruitment/public relations staff in this regard and will engage the faculty, through the strategic planning process, to consider the most effective way to revitalize the accelerated program while upping the quality of the students. Undergraduate admission is already selective, and it would be difficult to increase the number of students in the undergraduate program due to facility and other resource challenges. The U. of U. has the only School of Architecture in the state, so it is important to maintain a reasonable percentage of admissions for in-state students. At the same time, the Graduate Dean urged the Director and Dean to recruit top undergraduate students from outside of Utah in order to boost the graduate programs in general.

2014: It looks like the enrollment for incoming graduate students this year is up considerably from last year with 16 external students of the 36 accepted. However the interest in the accelerated program continues to lag behind expectations and was canceled this year due to too lack of interest.

The college has redoubled recruitment efforts with forays into the local high schools followed by hosted events on campus. The SoA will be conducting a summer workshop targeting highschool students especially from underrepresented communities. We have a new director of the Design Build Bluff graduate school program who is making recruitment inroads with the Navajo Nation where the program is located. The Chair is joining an AIA sponsored diplomatic exchange with Dali University, China this summer with an eye on further student recruitment.

2016: Recommendation 3 is not addressed.
Due to the declining interest in the accelerated program, as well as continued low graduate enrollment (which is likely to change in fall 2019 due our current large undergraduate population), the program has been cancelled for the present time. (The final group of students

completed the program in summer 2016.) Since the SoA currently is working on a major curriculum re-imagination, we will re-visit the idea of an accelerated program in spring 2017.

Recommendation 4: All efforts to continue to build faculty and student diversity should be maintained and enhanced. Ongoing recruitment efforts to increase student quality and diversity should be continued and expanded. The Office of the Associate Vice President for Equity and Diversity is committed to this goal and may provide useful ideas and strategies in this regard. The use of annual progress reports to the Graduate School should be considered as a way to encourage the Department to work effectively towards this goal.

Ongoing, strategic efforts to increase diversity among faculty and students have yielded results for the School, and the Dean and Director remain committed to maintaining and enhancing those efforts. Currently, the School of Architecture faculty is 50% more diverse than other programs at the University, and diversity among the student body has been increased since the last review. The Director and Dean are proactive in their diversity efforts and discussed strategies to recruit more Hispanic students from the community and also to create a cohort model based on the Medical School's, which is planned to start in the fall of 2013. It should be noted that there are several commendations (one in the report of the University Diversity Committee) for the efforts and results the School has achieved to increase diversity. Since this review took place, a new faculty member, a woman of color, has been hired.

2014: See response to recommendation #3 above. The SoA hired a person of color to be the Director of the Design Build Bluff program for the 2013/2014 academic year. The college hired Saolo Bethan as the new recruitment office for the college. The SoA was able to finally launch next fall our new Architecture LEAP cohort program that will be targeting underrepresented student audiences. The Chair completed articulation agreements with the University of Wyoming and renewed ones with BYU Provo and BYU Idaho that included site visits to recruit students. Further efforts to identify potential students include identifying community colleges with pre-architecture programs and making contact with them.

2016: Recommendation 4 is fully addressed in a sustainable manner.
The SoA continues to hire and promote diverse faculty (most recently Associate Professor Rima Ajlouni, PhD, a female professor of Jordanian background, and Wei "Windy" Zhao, PhD, a female post-doc of Chinese origin.) Our new recruitment plan (see recommendation #1) addresses the recruitment of students from diverse backgrounds, and we have begun to see an increase in Latina/o students in the undergraduate program. In AY 2014-15, we started a new academic program, Architecture LEAP, a year-long course designed to create a cohort experience for freshmen students, in particular those from underrepresented groups. The success we are seeing in the undergraduate program will work into the graduate program starting in AY 2017-18.

Recommendation 5: Development efforts should be continued. Development priorities should include a capital campaign to refit and expand the Architecture Building, purchase of additional digital fabrication equipment to keep the program current, more funds for salary enhancement, professional development and sabbatical opportunities for faculty, and promotional efforts to increase the national visibility of the School. Additionally, to assist the student recruitment effort, resources to grow the number of scholarships and teaching assistantship opportunities for students should also be pursued.

The Dean has a well-conceived development plan in place. She works on annual goals that address all of the priorities listed in this recommendation, and there are major gift donors that are being pursued. All parties agreed that this recommendation is a challenge on many levels but the Sr. Vice President will continue to work with the Dean to make progress. The refit and expansion of the Architecture building and the acquisition of digital fabrication equipment are crucial initiatives to move forward if the School is to stay current and viable nationally and internationally.

2014: During the dean search this year the capital campaign continues with emphasis on securing a lead gift. Scholarship donations have remained steady without significant increase. The ITAC research center has attracted some new grant money being reenergized by the return of its co-director who was on sabbatical last year.

The longstanding relationship of the School to the DesignBuildBluff (DBB) program is in a state of flux, and though it offers many opportunities in terms of national visibility, recruitment, and student research, there remain many challenges in terms of resources, management, and leadership. The Sr. Vice President is working with the Dean to strategize about the future of this program to make the undertaking successful and sustainable.

2014: The SoA hired a new director for the DBB program this year under a term of three years. The program has received several new grants not previously achieved. The program replaced through contributions an existing vehicle. The new director has just finished his initial year and completed the second house over this period. The MOU between the SoA and the University of Colorado Denver was renewed. In this next year the director is expected to rebuild the advisory committee and expand development opportunities.

2016: Recommendation 5 is almost addressed, with specific tasks identified for completion. 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 was put on hold while a new structural relationship with the University's Office of Institutional Advancement (OIA) was developed. With the support of Senior Vice President for Academic Affairs Ruth Watkins, the CA+P instituted a new structure for college advancement. As of summer 2015, the College has been working 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 piloting to this model, which is meant to allow better access to and support from the OIA. However, after one year of the pilot, the Dean has determined that having an in-house development person will be better for the College, and a search has been initiated. While this restructuring has delayed any major progress in the area of development and advancement, 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. 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 and the 2016-17 academic years.

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.

Recommendation 6: The School should consider establishing a more formalized mechanism to enhance consistent communication of events, deadlines and opportunities across the entire School community. Scheduling periodic informational gatherings of the entire School, along with regular communiqués, would also serve to provide a more formal mechanism of communication, particularly between faculty and students.

The College has created a staff position for a media/events coordinator who is also updating the Website. All events are highlighted on the Website and are included on a School-wide calendar created on CANVAS. In addition, annual social events and numerous Brown Bag events have been offered in the past, and currently a student blog is being created to connect students to students as well as students to faculty. The School is making comprehensive, concerted efforts to address this recommendation.

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2016: Recommendation 6 is almost addressed, with specific tasks identified for completion.
With the hire of a College-level Public Relations Specialist in fall 2015, communication has greatly improved. The SoA and CA+P websites were completely revamped, and our social media presence has been greatly increased. The SoA is working on a shared calendar of events, which will be hosted on the new website, and updated regularly by our new Graduate Assistant for PR (who is mentored by the CA+P PR Specialist and the SoA Chair). The SoA has implemented several initiatives aimed at better communicating important information to faculty and students. For faculty, the Chair set up a shared folder on Box which contains a list of important dates (prepared prior to the start of the academic year), all committee minutes, and other key information. For students, the SoA now hosts a spring Open House, where graduate students (including prospective students) are introduced to course options for the upcoming academic year. From fall 2015, the SoA committees were reorganized, and the Academic Culture and Outreach committee was tasked with organizing and advertising SoA events, such as the lecture series, end-of-semester reviews and celebrations, and the Open House. While the committee is still working out the formalization of the process for organizing events, this year's lecture series and the lectures series poster were completed in a much more timely manner than in past years.

Recommendation 7: The School may wish to consider alternative strategies to its present policy for the granting of graduate student aid. The granting of somewhat fewer, but higher, graduate stipends would be one way to attract more, and potentially stronger, students from outside the state. This may also serve to attract more diverse and international students.

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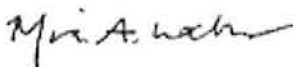
2016: Recommendation 7 is fully addressed in a sustainable manner.
With the addition of $30,000 for Graduate Assistantships, since spring 2016 the SoA has been able to put together enhanced financial packages, particularly for graduate students applying from outside of Utah. This has proven successful in attracting high achieving students to our program. The revamped SoA Admissions, Recruiting, and Diversity committee identifies deserving students through the application process. Those students are given attractive financial packages (typically consisting of a Graduate Assistantship and a scholarship) and invited to attend the spring Open House (at the SoA's expense). We anticipate that the success of this new process will continue to grow in upcoming years.

This memorandum of understanding is be followed by annual letters of progress from the director of the School of Architecture to the dean of the Graduate School. Letters will be submitted each year until all of the actions described in the preceding paragraphs have been completed.

Michael L. Hardman
Brenda C. Scheer   _____
Prescott M. Muir   Charles A. Wight
Charles A. Wight   Dean, The Graduate School
Donna M. White   July 12, 2012

2016 Progress Report submitted on December 15, 2016.

Mira A. Locher
Chair. School of Architecture

Keith Diaz Moore
Dean, College of Architecture + Planning

Appendix B
School of Architecture Profile from OBIA

APPENDIX B INDEX

College Name
College of Architecture & Planning

Department Name
Architecture

Program
All

Faculty Headcount

		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
With Doctoral Degrees Including MFA and Other Terminal Degrees	Full-Time Tenured Faculty	8	10	10	10	11	10	10
	Full-Time Tenure Track	4	4	5	5	4	5	4
	Full-Time Career Line/Adjunct Faculty	2	2	3	3	4	3	3
	Part-Time Tenure/Tenure Track	1	0	0	0	0	0	0
	Part-Time Career Line/Adjunct Faculty	7	8	7	5	6	5	5
	Total	22	24	25	23	25	23	22
With Masters Degrees	Full-Time Tenured Faculty	0	0	0	0	0	0	1
	Full-Time Tenure Track							
	Full-Time Career Line/Adjunct Faculty	1	1	2	2	3	5	5
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty	0	4	3	2	2	1	1
	Total	1	5	5	4	5	6	7
With Bachelor Degrees	Full-Time Tenured Faculty							
	Full-Time Tenure Track							
	Full-Time Career Line/Adjunct Faculty	0	0	2	2	3	0	0
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty	0	0	2	1	0	2	1
	Total	0	0	4	3	3	2	1
Total Headcount Faculty	Full-Time Tenured Faculty	8	10	10	10	11	10	11
	Full-Time Tenure Track	4	4	5	5	4	5	4
	Full-Time Career Line/Adjunct Faculty	3	3	7	7	10	8	8
	Part-Time Tenure/Tenure Track	1	0	0	0	0	0	0
	Part-Time Career Line/Adjunct Faculty	7	12	12	8	8	8	7
	Total	23	29	34	30	33	31	30

Cost Study

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Direct Instructional Expenditures	2,031,629	2,165,998	2,343,744	2,402,352	2,739,536	2,382,251	2,271,613
Cost Per Student FTE	4,714	7,620	8,933	9,686	12,267	10,451	10,558

FTE from Cost Study

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Full-Time	28	13	18	18	19	11	11
Part-Time	16	5	6	3	5	5	4
Teaching Assistants							

Funding

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total Grants	73,979	70,053	125,691	165,283	136,384	44,520	122,511
State Appropriated Funds	1,491,179	1,558,153	1,542,801	1,720,083	2,065,310	1,925,303	1,988,963
Teaching Grants	0	0	0	1,200	3,821	-21	16,706
Special Legislative Appropriation							

Student Credit Hours and FTE

		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
SCH	Lower Division	1,960	1,596	1,584	1,293	1,404	1,530	1,773
	Upper Division	4,242	2,694	2,684	2,754	2,319	1,941	2,268
	Basic Graduate	4,441	2,810	2,402	2,263	1,985	2,245	1,609
	Advanced Graduate	44	15	0	0	0	0	0
FTE	Lower Division	65	53	53	43	47	51	59
	Upper Division	141	90	89	92	77	65	76
	Basic Graduate	222	141	120	113	99	112	80
	Advanced Graduate	2	1	0	0	0	0	0
FTE/FTE	LD FTE per Total Faculty FTE	1	3	2	2	2	3	4
	UD FTE per Total Faculty FTE	3	5	4	4	3	4	5
	BG FTE per Total Faculty FTE	5	8	5	5	4	7	5
	AG FTE per Total Faculty FTE	0	0	0	0	0	0	0

Enrolled Majors

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Undergraduate Pre-Majors	232	199	180	140	129	129	125
Undergraduate Majors	84	94	96	92	78	69	82
Enrolled in Masters Program	104	87	77	73	66	84	62
Enrolled in Doctoral Program							
Enrolled in First-Professional Program							

Degrees Awarded

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Undergraduate Certificate							
Graduate Certificate	7	7	7	12	0	0	0
Bachelors	37	43	39	46	48	31	31
Masters	43	45	46	32	27	33	37
Doctorate							
First-Professional							

Appendix C
Survey of Earned Doctorates in Architecture

APPENDIX C INDEX

Survey of Earned Doctorates. Doctorate Recipients from U.S. Universities 2010-2016

Subfield of Study: Architecture and Environmental Design

Race and ethnicity of recipients of Architecture and Environmental Design doctorates, U.S. citizens and permanent residents, by percentage

	Architecture and Env Design 2010	Architecture and Env Design 2011	Archiecture and Env Design 2012	Architecture and Env Design 2013	Architecture and Env Design 2014	Architecture and Env Design 2015	Architecture and Env Design 2016
Sum of All Doc recipients	81	81	110	101	118	116	99
American Indian/Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.0%
Asian	6.2%	6.2%	5.5%	4.0%	5.9%	5.2%	2.0%
Black	0.0%	3.7%	0.9%	4.0%	0.8%	1.7%	2.0%
Hispanic	1.2%	2.5%	1.8%	4.0%	4.2%	4.3%	2.0%
White	38.3%	32.1%	32.7%	36.6%	31.4%	34.5%	38.4%
Two or more races	0.0%	2.5%	0.9%	0.0%	0.0%	1.7%	3.0%
Other/unknown race	1.2%	1.2%	0.9%	1.0%	0.0%	0.9%	0.0%
Temporary visa holder (Non-resident)	49.4%	46.9%	49.1%	46.5%	46.6%	42.2%	42.4%

Gender of recipients of Architecture and Environmental Design doctorates, by percentage

	Architecture and Env Design 2010	Architecture and Env Design 2011	Architecture and Env Design 2012	Architecture and Env Design 2013	Architecture and Env Design 2014	Architecture and Env Design 2015	Architecture and Env Design 2016
Sum of All Doc recipients	81	81	110	101	118	116	99
Female	51.9%	46.9%	43.6%	48.5%	44.1%	47.4%	52.5%
Male	48.1%	53.1%	56.4%	51.5%	55.9%	52.6%	47.5%

Recipients of Architecture and Environmental Design doctorates, 2010-2016

	2010	2011	2012	2013	2014	2015	2016
Total	81	81	110	101	118	116	99

Appendix D
Academic Analytics for Architecture

APPENDIX D INDEX

Productivity Radar

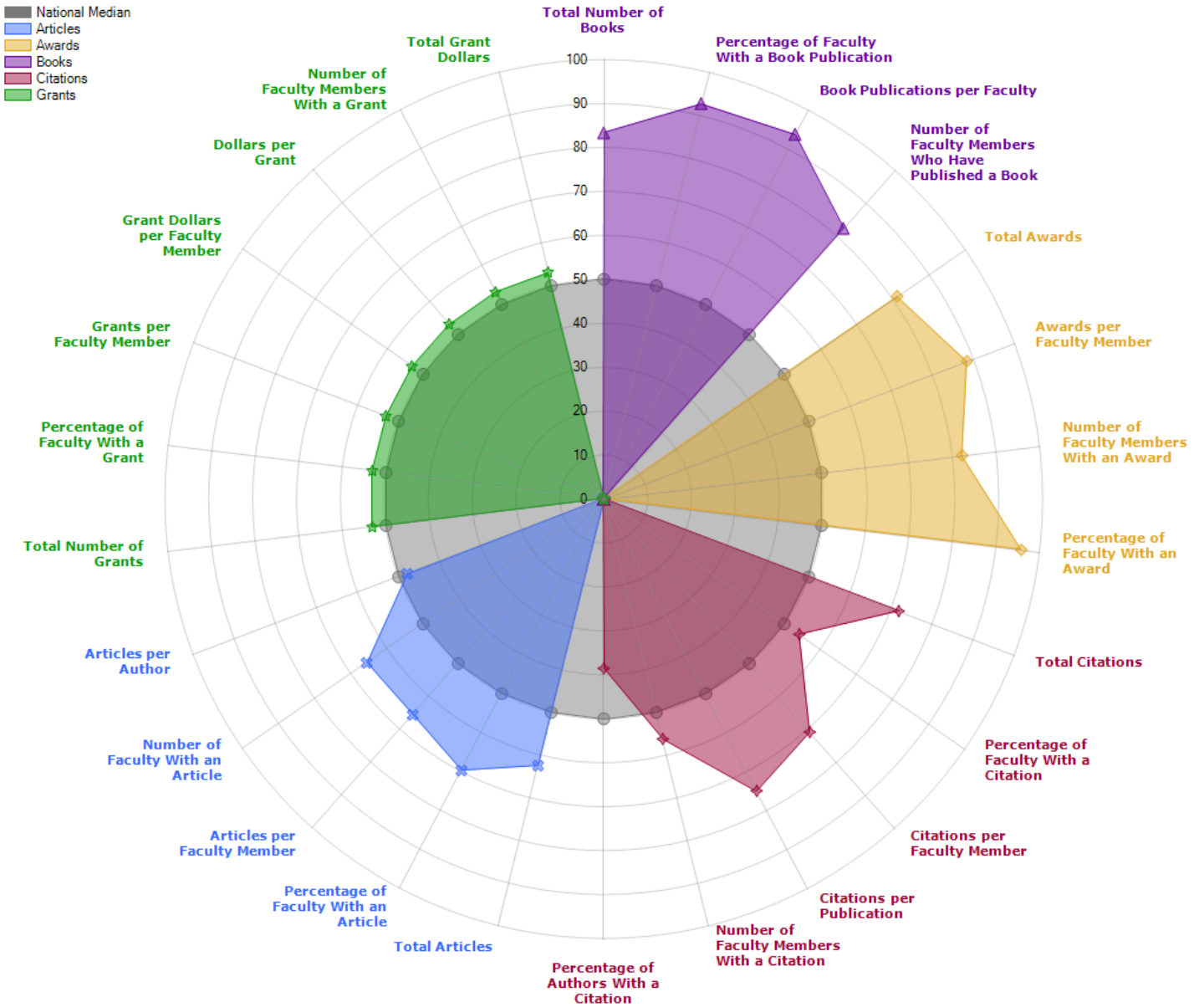## Architecture, School of | Architecture (95 Departments)
Department Radar - All Variables Summary
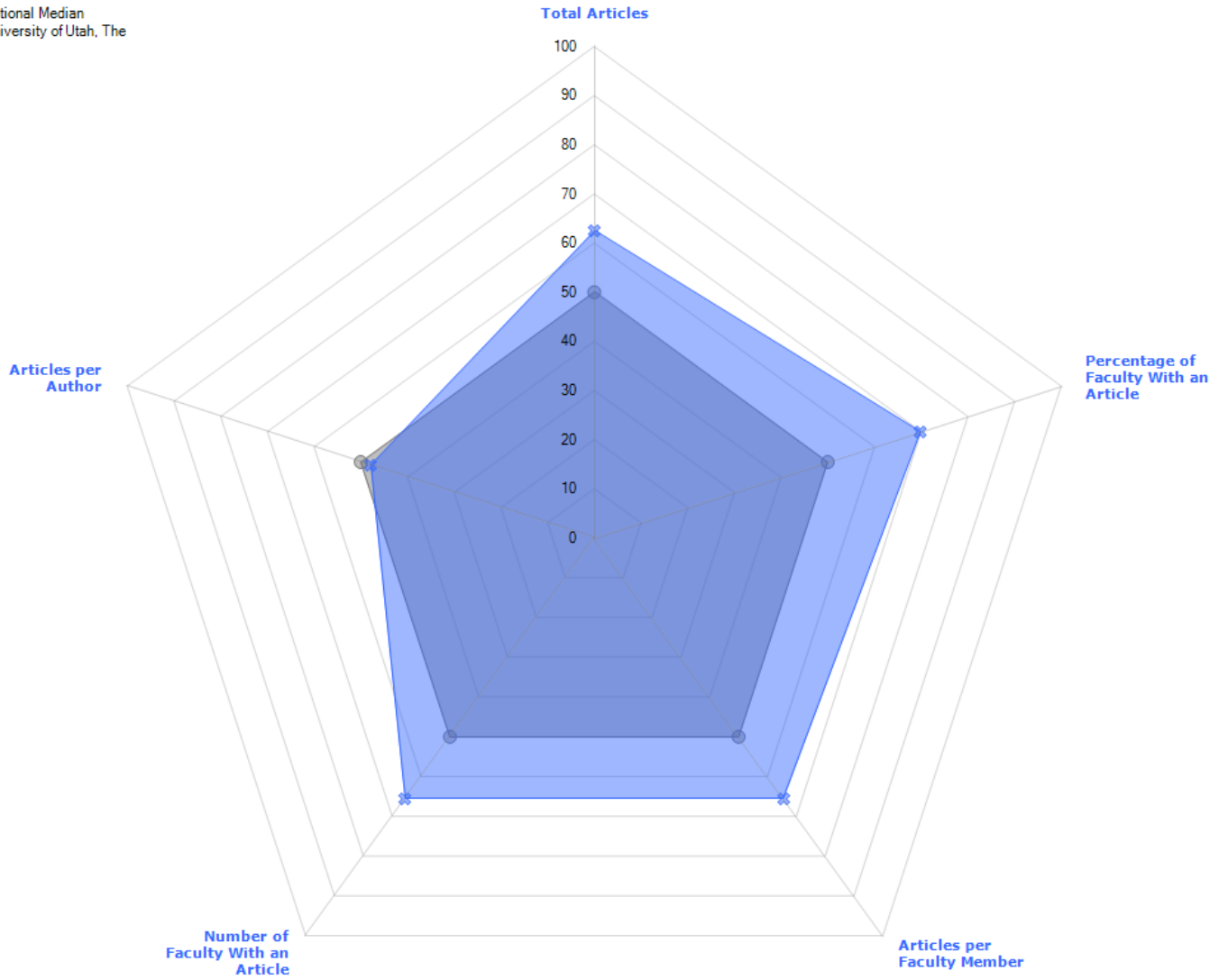
University of Utah, The | Architecture, School of

Books

National Median
University of Utah, The

100
90
80
70
60
50
40
30
20
10
0

Grants

Citations
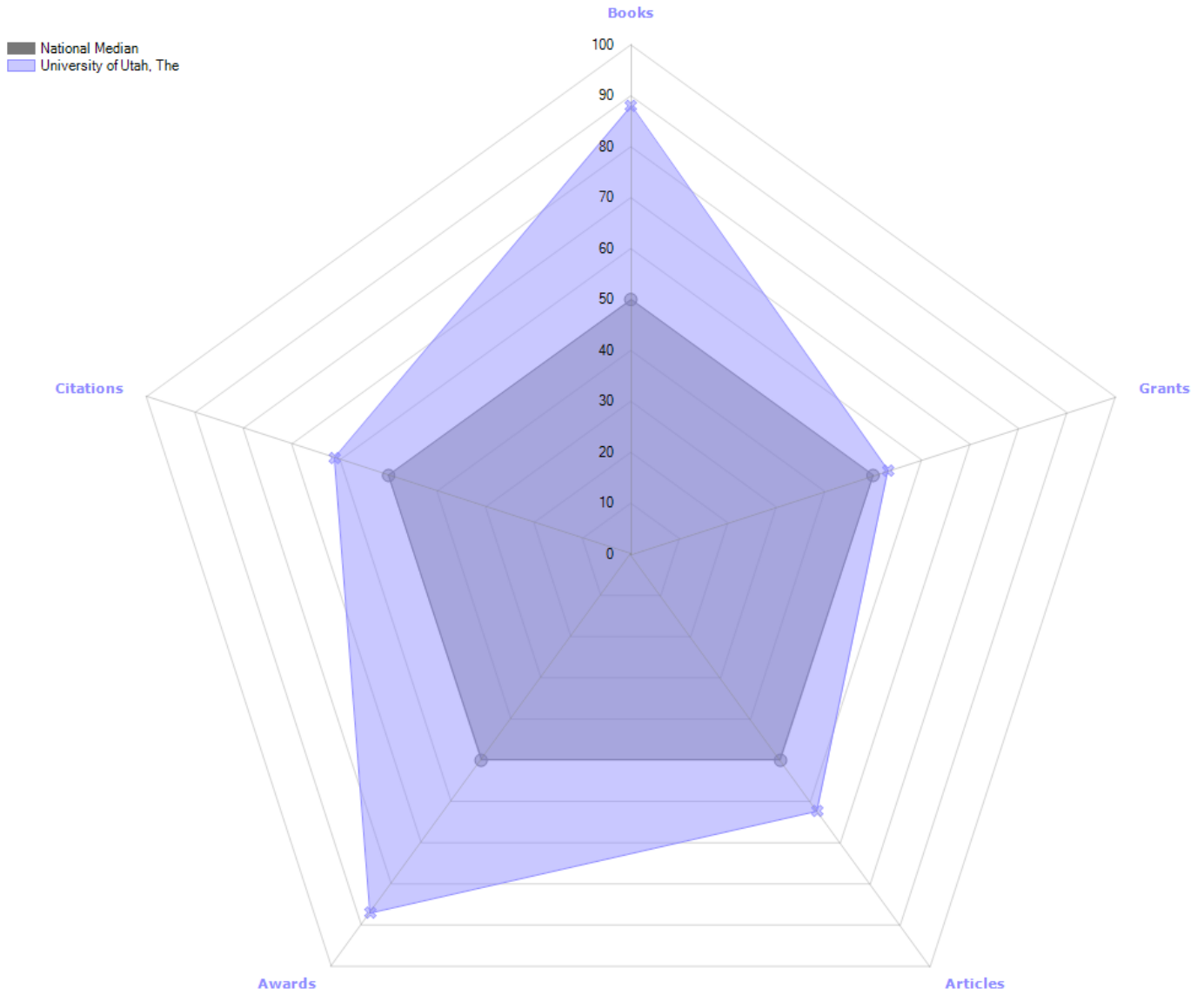
Awards

Articles

Department Radar - All Variables

University of Utah, The | Architecture, School of

Legend:
- National Median
- Articles
- Awards
- Books
- Citations
- Grants

Axis labels (clockwise from top):
- Total Number of Books
- Percentage of Faculty With a Book Publication
- Book Publications per Faculty
- Number of Faculty Members Who Have Published a Book
- Total Awards
- Awards per Faculty Member
- Number of Faculty Members With an Award
- Percentage of Faculty With an Award
- Total Citations
- Percentage of Faculty With a Citation
- Citations per Faculty Member
- Citations per Publication
- Number of Faculty Members With a Citation
- Percentage of Authors With a Citation
- Total Articles
- Percentage of Faculty With an Article
- Articles per Faculty Member
- Number of Faculty With an Article
- Articles per Author
- Total Number of Grants
- Percentage of Faculty With a Grant
- Grants per Faculty Member
- Grant Dollars per Faculty Member
- Dollars per Grant
- Number of Faculty Members With a Grant
- Total Grant Dollars

Department Radar - Articles

University of Utah, The | Architecture, School of

Legend:
- National Median
- University of Utah, The

Axes: Total Articles, Percentage of Faculty With an Article, Articles per Faculty Member, Number of Faculty With an Article, Articles per Author

Department Radar - Awards

University of Utah, The | Architecture, School of

Legend:
- National Median
- University of Utah, The

Axes:
- Total Awards
- Awards per Faculty Member
- Number of Faculty Members With an Award
- Percentage of Faculty With an Award
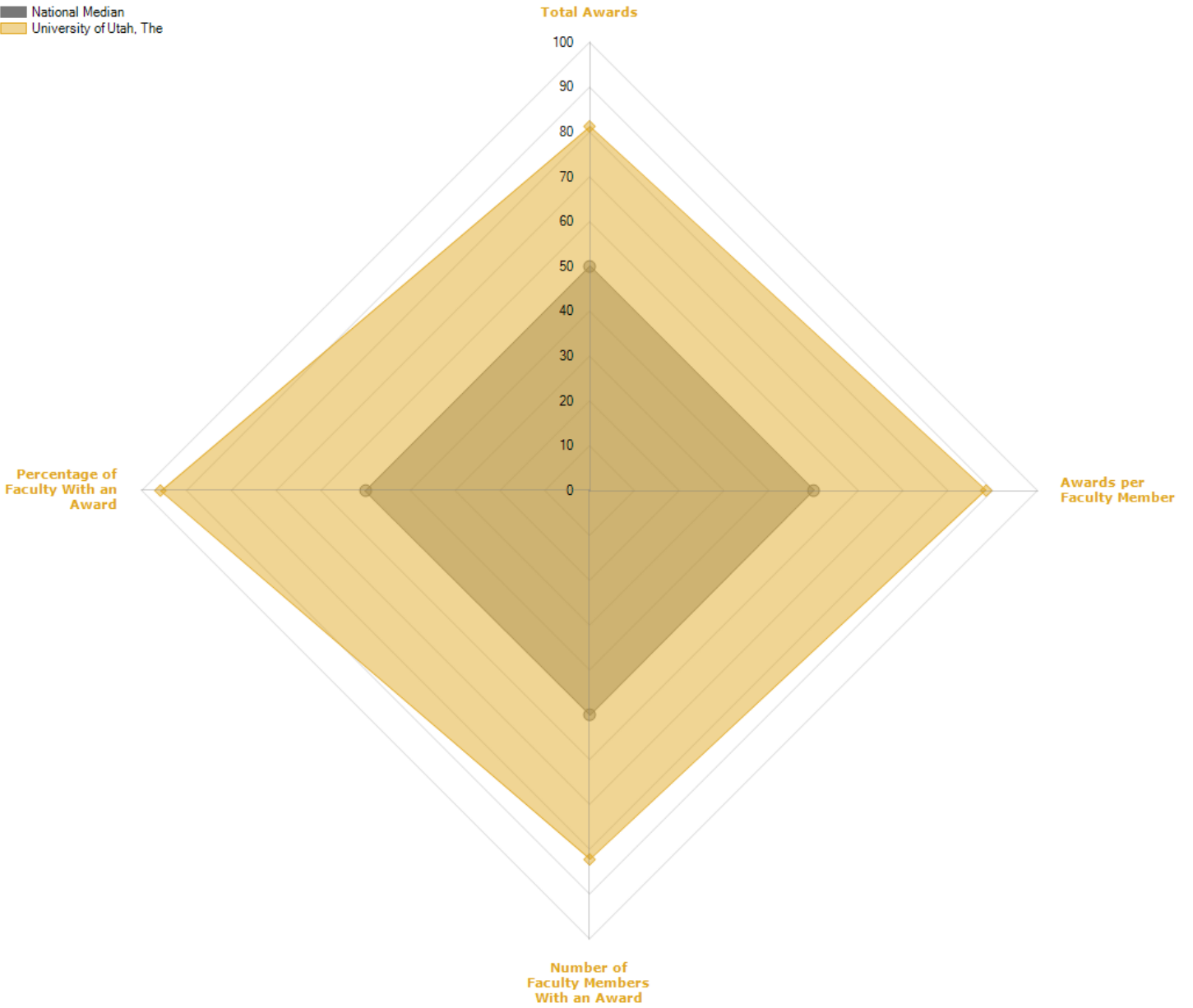
Department Radar - Citations

University of Utah, The | Architecture, School of

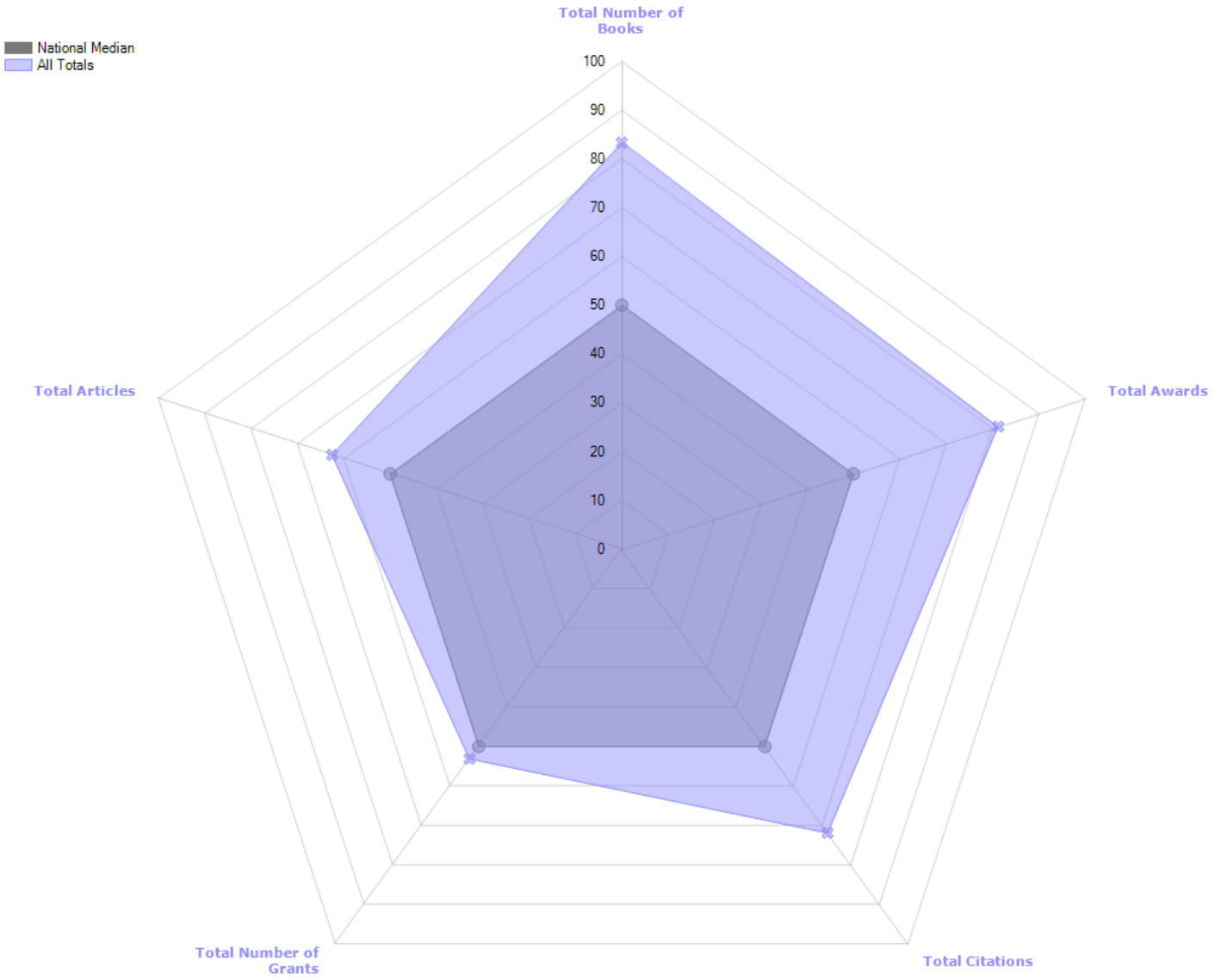Legend:
- National Median
- University of Utah, The

Axes:
- Total Citations
- Percentage of Faculty With a Citation
- Citations per Faculty Member
- Citations per Publication
- Number of Faculty Members With a Citation
- Percentage of Authors With a Citation
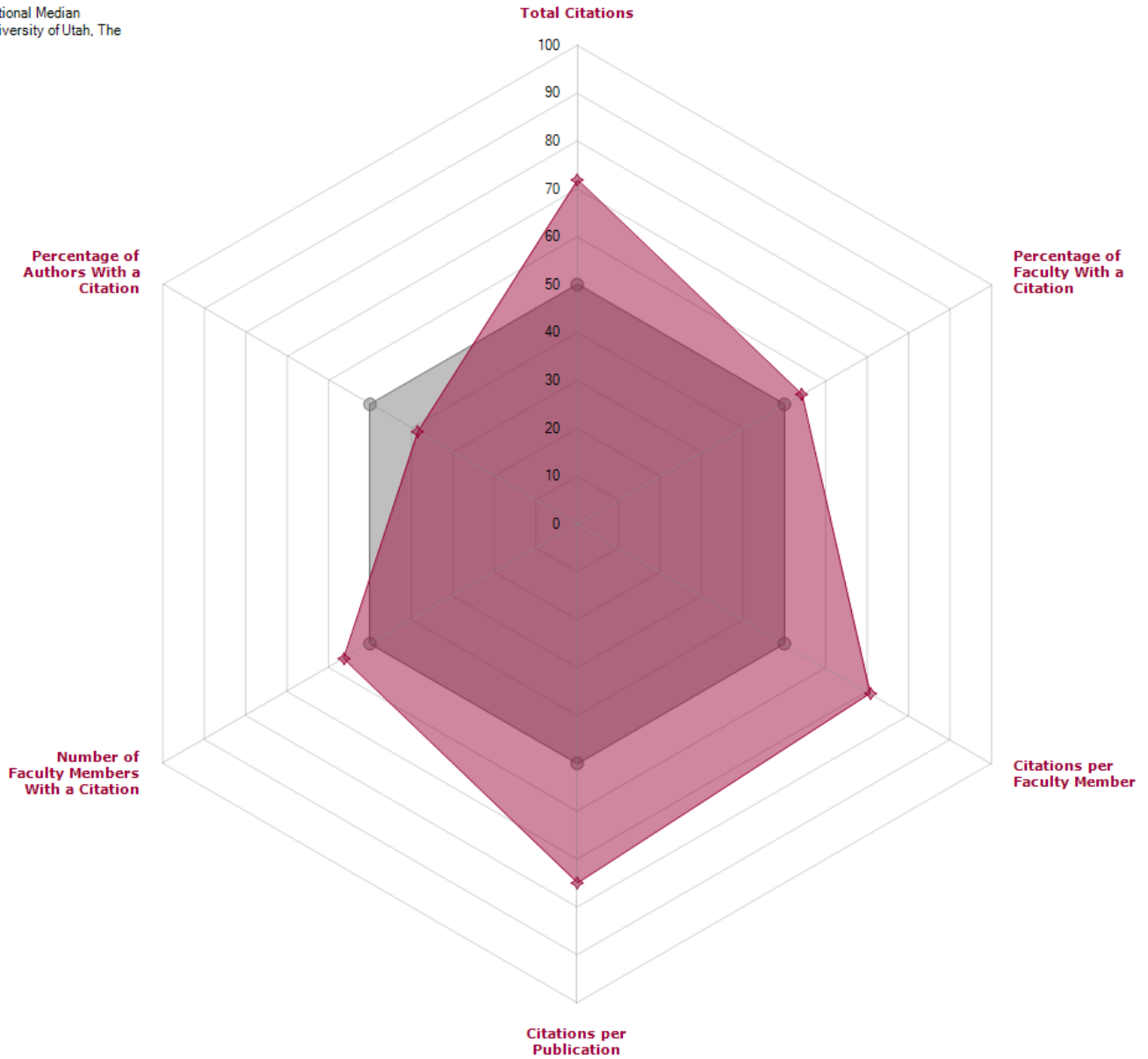
Department Radar - Grants

University of Utah, The | Architecture, School of

Legend:
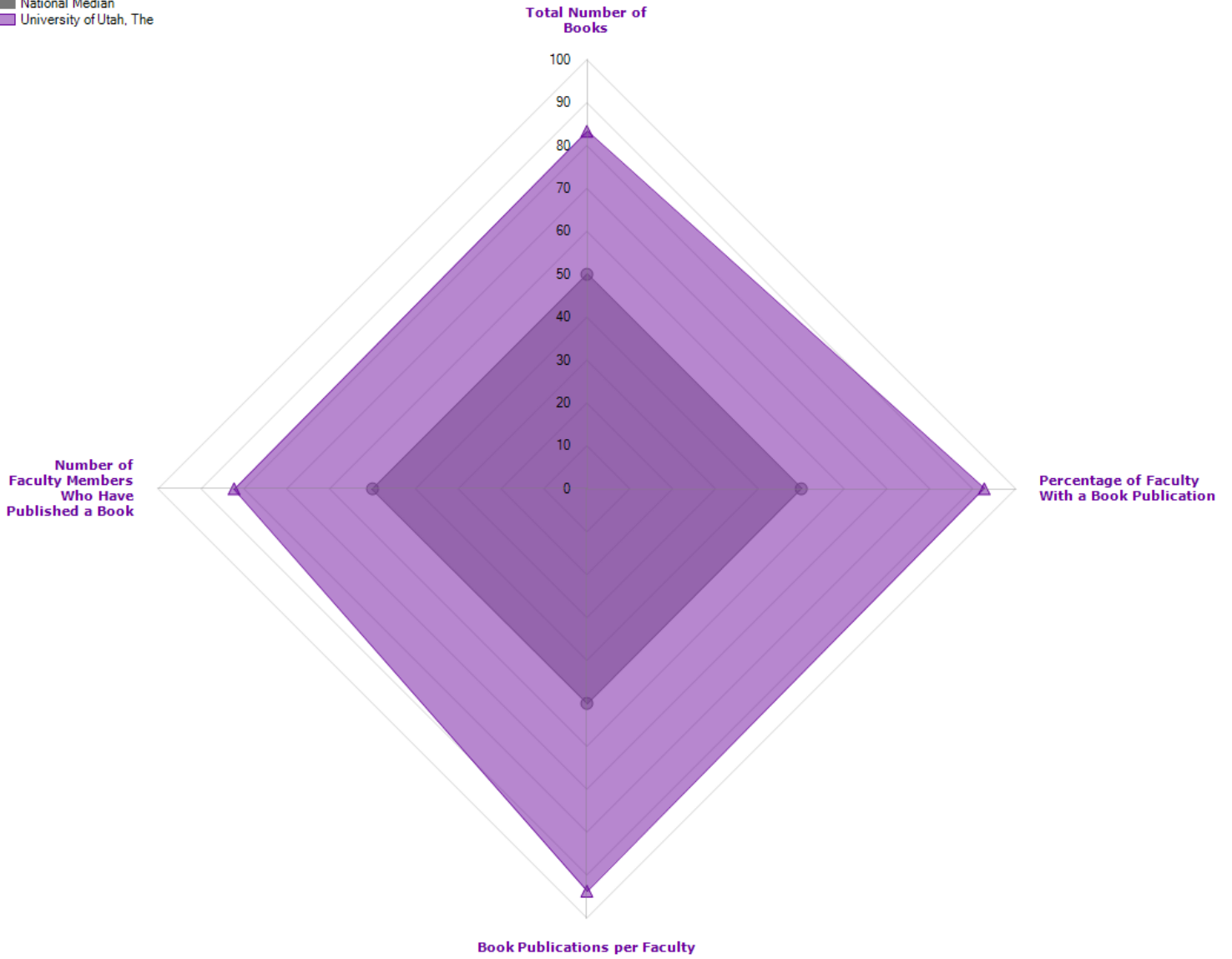- National Median
- University of Utah, The

Axes:
- Total Number of Grants
- Percentage of Faculty With a Grant
- Grants per Faculty Member
- Grant Dollars per Faculty Member
- Dollars per Grant
- Number of Faculty Members With a Grant
- Total Grant Dollars
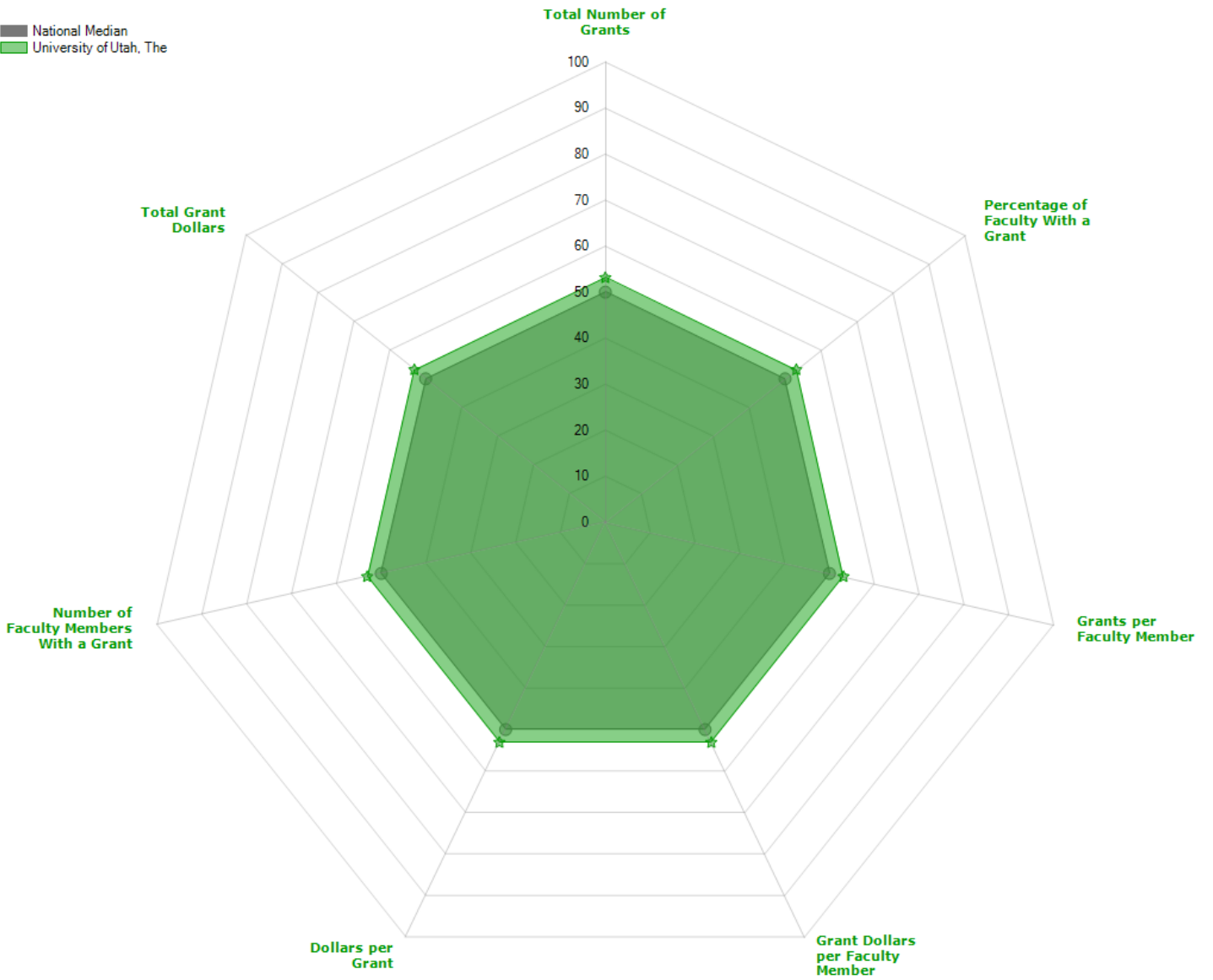
Department Radar - Totals

University of Utah, The | Architecture, School of

Legend:
- National Median
- All Totals

Axes:
- Total Number of Books
- Total Awards
- Total Citations
- Total Number of Grants
- Total Articles

Scale: 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Department Radar - Books

University of Utah, The | Architecture, School of

National Median
University of Utah, The

Total Number of Books

Percentage of Faculty With a Book Publication

Book Publications per Faculty

Number of Faculty Members Who Have Published a Book

No data

Appendix E
CA+P RPT Guidelines

APPENDIX E INDEX

College of Architecture and Planning
Statement of Guidelines and Standards for Retention, Promotion, and Tenure

Approved by the Faculty: February 29, 2012
Approved by the Dean: February 29, 2012
Approved by the University RPT Standards Committee February 1, 2013 for implementation as of July 1, 2013

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K.1 MDD Program Description

The Multi-Disciplinary Design program, with both an undergraduate major and a minor, uses product design as a vehicle to investigate design research, human-centered design principles, interface development, articulation of product forms, materials and digital manufacturing principles.

The program has two tracks –digital products and physical products.

This interdisciplinary program trains students to compete in an increasingly complex work environment through a thorough understanding of ethical conduct and social responsibility based on these specific concepts:
- inquiry and project-based learning
- critical thinking skills
- experimentation with multiple ways of problem solving
- visual literacy
- innovation and invention
- team building and collaboration
- identifying authentic real-world tasks and challenges
- design research
- human centered design principles

The multi-disciplinary Bachelor of Science in Design degree program encompasses a curriculum with four substantive areas applicable to all design education: studio, technical, history/theory and practice. In addition to the classes and faculty from the Design program, the curriculum has been developed with existing University of Utah faculty and courses from Architecture, Fine Arts, Communication, Business, Bio-Engineering, Mechanical Engineering, Computer Science and Psychology.

This program has at its core the shared fundamental understanding of the language, process and application of design and design thinking. This proposes to use design as a verb for activities rooted in four cornerstones: Engagement, Community, Collaboration and Responsibility. This broad perspective allows for students to see the connections between these design specialties and focus on the process of design as a creative idea and development framework. It expands students' horizons by engaging with other design disciplines in strategic and collaborative ways. This approach can lead to exciting new design engagement that can deeply engage the world as it is and as it is becoming.

K.1 MDD Faculty Data

Table 2.1: Tenure-Line Faculty

School of Architecture

Last Name	First Name	Rank	Tenured	FTE	Gender	Race/ Ethnicity	Average Age
Agutter	Jim	Associate	Yes	0.9	M	White	51 (Assoc.)

Table 2.2: Career-Line/Adjunct/Visiting Faculty

School of Architecture

Last Name	First Name	Rank/Title	FTE	Gender	Race/ Ethnicity	Average Age
Beck	Jon	Instructor (Associate)	0.25	M	White	
Bowen	Cord	Associate (Clinical)	1.0	M	White	
Croxton	Michael	Instructor (Associate)	0.25	M	White	
Dickinson	Taylor	Instructor (Associate)	0.25	M	White	
Galyean	Brian	Instructor (Associate)	0.25	M	White	
Garfield	Kelly	Instructor (Associate)	0.25	M	White	
Grover	Justin	Instructor (Associate)	0.25	M	White	
Howard	Evan	Instructor (Associate)	0.38	M	White	
Johnson	Holly	Instructor (Associate)	0.2	F	White	
Liechty	Stella	Instructor (Associate)	0.25	F	White	
McAvoy	Bogart	Instructor (Associate)	0.75	M	White	
Mills	Jonathan	Assistant (Visiting)	1.0	M	White	
Paries	Kris	Instructor (Associate)	0.25	M	White	
Tsoutsounakis	Elpitha	Assistant (Lecturer)	0.85	F	White	
Witczak	Andi	Assistant (Adjunct)	0.25	F	White	**40**

College of Architecture and Planning
Statement of Guidelines and Standards for Retention, Promotion, and Tenure

Approved by the Faculty: February 29, 2012
Approved by the Dean: February 29, 2012
Approved by the University RPT Standards Committee February 1, 2013 for implementation as of July 1, 2013

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COLLEGE OF ARCHITECTURE and PLANNING
University of Utah
Statement of Guidelines and Standards for Retention, Promotion, and Tenure

The objective of this Statement is to provide uniform guidelines, standards, and procedures for faculty decisions related to retention, promotion, and tenure (RPT) action. The Statement outlines college-specific procedures for RPT reviews and defines the criteria used in RPT decisions for the departments of the College.

I. UNIVERSITY REGULATIONS AND PROCEDURES

University policies concerning retention, promotion, and tenure are contained in the University Regulations Library, in policies 6-300, 6-301, 6-302, 6-303, and 6-311, the current versions of which are available on-line at http://www.regulations.utah.edu/index.html. The College has developed its RPT standards and procedures in accord with these policies. *It is the responsibility of each faculty member to be familiar with all RPT policies and procedures contained in this Statement and in the University Policies*.

II. OVERVIEW OF THE RPT PROCESS

Typically, new entry-level tenure-track faculty in the College of Architecture and Planning are appointed at the Assistant Professor rank and have a probationary period of seven years. Consideration for promotion to the rank of Associate Professor and tenure customarily occur simultaneously. Each non-tenured Instructor, Assistant Professor, Associate Professor, and Professor are reviewed annually to assess their achievement in teaching, research/creative activity, faculty responsibility, and service, except during the faculty member's first year. On the third and fifth years there are formal retention reviews, with informal reviews in the second, fourth, and sixth years. A formal review for tenure and promotion to Associate Professor typically occurs in the seventh year. Shortening or extending of the probationary period for individual cases may occur in accord with relevant University Policies (6-311, 6-314, 6-315). Associate Professors with tenure may request, after five years at the Associate rank, that a formal review for promotion to Professor be conducted.

A. Informal Reviews

Informal retention reviews for non-tenured regular faculty members occur every year that does not have a formal review, beginning in the second year. The College purpose for these informal reviews are of a mentoring nature and are intended to provide regular feedback and guidance for junior faculty working toward tenure and promotion. Informal reviews are conducted by the department chair at the end of the fall semester and are based on an internal assessment of the candidate's record as well as a personal interview. The chair will request each candidate to submit a file containing appropriate materials, including but not limited to a curriculum vita and recent publications, that pertain to the review. The chair will schedule a face-to-face meeting with the candidate to discuss the candidate's progress based on the file. Upon completion of the informal review, the chair will provide a written report to the department RPT Advisory Committee chair and to the candidate. Both the committee chair and the candidate shall have the opportunity to respond to the report. The report and the responses, if any, are then filed in the candidate's cumulative file with a copy of each sent to the Dean of the College. Pursuant to University Policy 6-303-III-B-1-c, inadequate progress at the time of an informal review may lead to a "triggered" formal review.

B. Formal Reviews

Because the College of Architecture and Planning is a two-department college, University Policy 6-003-III-Sec. 2.C requires that the procedures for formal review differ from those in larger colleges. Nevertheless, all decisions for retention, promotion, and tenure involve multiple levels of formal RPT review. There are four independent RPT recommendations in the College generated from the following sources: (1) the Student Advisory Committee (SAC) which consists of undergraduate and graduate students from the relevant department, (2) the department RPT Advisory Committee whose membership is described below, (3) the chair of the department, and (4) the dean. Additionally, in those cases where candidates hold joint appointments in other college departments or programs, the recommendations of these college departments or programs are also solicited and included in the RPT formal review deliberations.

At the university level, the Senior Vice President for Academic Affairs reviews the file and refers it to the University Promotion and Tenure Advisory Committee (UPTAC) for a recommendation. Final decisions regarding retention, promotion, and tenure are made by the President of the University.

C. Implementation Date and Application to Existing Faculty

The RPT standards, criteria, and procedures contained in this Statement come into effect as of July 1, 2013. All faculty member RPT candidates appointed on or after this date will be considered under these RPT standards and procedures. Candidates whose appointments began prior to that date who are formally reviewed for retention or the granting of tenure will have the option of choosing the RPT requirements in effect at the time of their initial appointment as a member of the department's tenure-track faculty or the RPT requirements contained in this Statement. Previously appointed candidates to be reviewed for promotion to the rank of Professor may choose to be reviewed under the requirements in effect at the time of their initial appointment to the tenure-track faculty only for reviews completed in or before the 2015-16 academic year. In each case, the requirements contained in this Statement will apply unless the candidate's choice of prior requirements is communicated to the department chairperson by signed letter before evaluation materials are sent to evaluators for external evaluations (See V-C-2 below).

All decisions with respect to retention, promotion, and tenure must not discriminate on the basis of race, national origin, sex or gender, sexual orientation, age, religion, status as a physically challenged individual, gender identity or expression, or veteran status.

III.   COLLEGE STRUCTURE AND MISSION STATEMENT

The College of Architecture and Planning brings together a community of students, faculty, and staff with a broad range of interests and expertise in creative design, building, planning, computer technology, issues of social and ecological responsibility, and the scholarly study of the history and theory of the built landscape. In this wide range of interests is a common concern for constructing and maintaining the highest quality in our built and natural environments. To this end, the school offers academically and professionally oriented degree programs in several related fields, including professionally accredited programs in architecture and city and metropolitan planning.

IV.   DEPARTMENTAL RPT ADVISORY COMMITTEE MEMBERSHIP

During each academic year, each department in the College forms an RPT Advisory Committee "of the whole." However, membership on this committee will vary for different actions taken during the year depending on the candidate(s) under review. The membership structures described below exclude any faculty member who would have an independent RPT recommendation at a different level of review (e.g., the department chair, and college dean, or university president, if a member of the College). Per Policy 6-303-III-A-3 & E-5, such officers may attend committee meetings (unless the committee moves to executive session), and upon invitation by the majority may also participate in discussion, but cannot vote as members of the committee. The chairperson of the committee shall be elected annually from tenured members. In this election all regular faculty through the instructor rank shall be entitled to vote. In the event that the elected chair is ineligible for some committee decisions (e.g., an Associate Professor is not eligible to vote in reviews for promotion to Professor), then a second chair will be elected for those reviews.

Committee Structure for Retention Reviews. All tenured faculty members, regardless of rank, are eligible to participate in the consideration of and to vote on recommendations in individual cases on matters of retention. Other tenure-track faculty members may participate in the consideration of candidates for retention, but may not vote.

Committee Structure for Promotion Reviews. All tenured faculty members of equal or higher rank than that proposed for the candidate for promotion are eligible to participate in the consideration of and to vote on recommendations in individual cases on matters of promotion. Other tenured and tenure-track faculty members may participate in the consideration of candidates for promotion, but may not vote.

Committee Structure for Tenure Reviews. All tenured faculty members, regardless of rank, are eligible to participate in the consideration of and to vote on recommendations in individual cases on matters of tenure. Other tenure-track faculty members may participate in the consideration of candidates for tenure, but may not vote.

In the event that there are fewer than three faculty eligible to vote on a recommendation for a particular candidate, the chair will, pursuant to University Policy 6-303-III-A-3-a-iv, recommend to the dean one or more faculty members with the appropriate tenure status and rank and with some knowledge of the candidate's field from other units of the University of Utah or from emeritus faculty. In advance of the chair's contacting such faculty members, the chair shall notify the candidate of the potential persons to be asked, and the candidate must be offered the opportunity to comment in writing on the suitability of the potential committee members. The final selection rests with the dean.

V. DEPARTMENTAL PROCEDURES AND TIMELINE—Formal Reviews

The procedures described here are listed in chronological order. However, the timing of some steps can vary from year to year. Most procedures listed here are dictated by university RPT policies, but some are specific to the College. These procedures are applicable only for formal reviews (see Part II-B for informal reviews).

A. Spring Semester Prior to Anticipated RPT Reviews

The department chair notifies faculty members with obligatory RPT reviews in the upcoming year. The chair sends a letter to each candidate detailing what is required. Copies of University Policies 6-303 and 6-311, and the College statement of RPT standards and procedures are included.

B. Summer Semester Prior to Anticipated RPT Reviews

The department chair notifies appropriate tenured faculty and tenure-track faculty asking if they wish to request a formal review for promotion or tenure in the upcoming year.

Pursuant to Policy 6-303-III-D-9, the RPT Advisory Committee chair requests that each formal review candidate nominate seven established scholars from other universities or research institutions that have expertise related to the candidate's areas of scholarship and creative work who may act as external evaluators of the candidate's work. No external evaluators are used during informal review years. In submitting a list of nominees, candidates must describe the qualifications of each potential evaluator (institution, rank or position, and demonstrated areas of expertise). The candidate must also describe any professional and/or personal relationship that exists between the candidate and each potential evaluator. The chair also solicits nominations of external evaluators from the faculty and RPT advisory committee. From these nominations the chair selects a minimum of five external evaluators. College policy stipulates that at least three of the external evaluators will be chosen from the candidate's recommended list and if not, an explanation of why a decision was made to accept less than the prescribed number will be placed in the candidate's file.

The department chair requests that each candidate sign a waiver/non-waiver form concerning the confidentiality of the external evaluators' recommendations.

C. Fall Semester of the RPT Review Year

1. The RPT File (Policy 6-303-III-D)

Each candidate should begin to compile an RPT file. The department administrative staff provides copies of course evaluation summary sheets for all courses taught by the candidate. The candidate is responsible for the remaining file contents listed here:

a. An updated curriculum vita

b. Copies of all publications cited on the candidate's vita since the last formal review. If some are unavailable, this fact should be noted and the reasons should be explained. Publications listed as "accepted" or "in press" should be verified by copies of letters from publishers, formal contracts, etc.

c. Reproductions of creative work cited on the candidate's vita.

d. Reproductions of a Teacher Portfolio of Student Work, if applicable.

e. A personal statement that explains the materials in the file, highlights achievements of special note, describes work in progress, and sets forth professional objectives.

f. Other professionally relevant materials that the candidate wishes to include (e.g., published reviews or commentary on something published by the candidate, course materials, letters acknowledging public or professional service, etc.).

2. External Evaluators

For formal reviews, the department chair contacts the selected external evaluators requesting that they serve as evaluators. Upon acceptance of the responsibility, the chair sends each evaluator a letter that includes a description of the evaluator's role, the College RPT Statement of Guidelines and Standards, the candidate's vita, selected materials provided by the candidate, and a statement about the candidate's choice regarding confidentiality of the evaluator's comments.

3. The Student Advisory Committee (Policy 6-303-III-C-3)

At the beginning of the fall semester (at least 3 weeks prior to the initial meeting of the RPT Advisory Committee), the department chair will send a letter to the Student Advisory Committee (SAC) requesting it to prepare recommendations on the faculty members being reviewed. The SAC chair is provided with University Policy 6-303, the College's Statement of RPT Standards and Procedures, the University's SAC Faculty Evaluation Report Form, and the University's Guiding Principles for SAC Evaluations of Faculty Members. The SAC should conduct its review in accord with the principles described in the latter document.

4. Notice to Departmental Faculty & Staff (Policy 6-303-III-C-2)

At least three weeks prior to the convening of the RPT Advisory Committee, the department chair invites faculty and staff members in the department to submit signed, written recommendations for the file of each candidate. The chair's invitation will direct faculty and staff to include in any recommendation specific reasons for the recommendation.

5. Closing the File/File Contents

The RPT file of each candidate should be closed by October 20 (or an alternative date specified by the RPT Committee chair). It should contain all materials supplied by the candidate; letters from external evaluators (in formal reviews only); the SAC report; additional letters submitted by other faculty, staff, students, or other interested individuals; and key documents from previous formal and informal reviews. The candidate has the right to examine the contents of the file at any time, except for external evaluator letters if the candidate waived his or her right to see them. The candidate can also add responses to the contents of the file at various times specified below (except to the external evaluator letters if the waiver was signed). The RPT files are kept in a secure location by the department chair and the files are made available to members of the RPT Advisory Committee upon request.

6. Committee Reviewers

The RPT Advisory Committee holds an initial meeting to determine primary and secondary internal reviewers for each candidate. All committee members are expected to examine each candidate's file, but the two designated internal reviewers chosen from the faculty are charged with thoroughly reviewing all materials in the RPT file and presenting them to the RPT Advisory Committee during the formal review. The primary reviewer will coordinate this effort and the secondary reviewer will assist.

7. Committee Meetings & Voting (Policy 6-303-III-A-3 & E)

The chair of the RPT Advisory Committee calls the RPT formal review meeting(s), preferably by November 1. At least two-thirds of the committee must be present to form a quorum. All members of the eligible faculty are encouraged to participate in the formal review process. The Advisory Committee chair chooses a secretary for the meeting. The secretary records minutes of the meeting. Minutes for each candidate should be extensive enough to cover all essential elements of the discussion, but participants in the discussion should not be named or identified in any way.

For each candidate, the RPT Advisory Committee votes on summary ratings in three separate performance areas: scholarship and creative work, teaching, and service. These performance areas are described in Section VI of this document. In addition, separate votes are taken for each action under consideration (retention, promotion, and/or tenure). All votes will be open unless a majority of the committee decides to utilize secret ballots. Whenever practicable, the department chair shall advise all members on leave or otherwise absent of the proposed action and shall request their written opinions and votes. Absent members' written opinions shall be disclosed at the meeting and their votes will be counted the same as other votes. Absentee votes must be received prior to the meeting at which a vote is taken by the RPT Advisory Committee. Results of each vote are recorded in the formal minutes of the meeting.

8. Committee Report

In formal reviews, the chair of the RPT Advisory Committee prepares a written summary of the RPT review meeting(s) for the candidate. This summary contains a report on the outcome of all votes, outlines committee recommendations, and provides a brief summary of the contents of the letters from external evaluators. The summary of letters from external evaluators must be made without identifying the evaluators if the candidate waived the right to see the external evaluator letters. The summary report is then shared with all committee members. The committee is given up to five working days to recommend modifications. Copies of the final report are forwarded to the department chair and to the candidate.

9. Chair & Dean Recommendations (Policy 6-303-III-F,G, H, I,; Policy 6-003-III-Sec. 2.C).

Subsequent to receiving the final report of the RPT Advisory Committee, the department chair prepares his or her written recommendations with respect to the candidate, stating specifically the reasons for the recommendations, and sends an exact copy of her/his recommendations to the candidate. The candidate then has the opportunity at this time, but not the obligation, to add a written statement to his/her formal review file in response to the summary report of the RPT Advisory Committee and/or the evaluation of the department chair. Written notice of this option will be included with the copy of the chair's recommendation that is sent to the candidate. If the candidate chooses to add such a statement to the file, that statement must be submitted to the department chair within seven business days, except in extenuating circumstances, of the date upon which the chair's recommendation is delivered to the candidate. If the candidate submits a written statement to the department chair within this time limit, the candidate's statement will be added to the review file without comment by the chair.

After the department chair has provided an adequate opportunity for the candidate to submit a written statement (at least seven business days), the chair will forward the complete file to the dean. The dean will prepare his or her own written recommendation, with copies to the department chair, the RPT Advisory Committee chair, and the candidate. In formal reviews, the candidate has seven days following receipt of the dean's letter to add responses to the file if he or she wishes to do so.

In formal reviews, the dean forwards the complete file, including the RPT Advisory Committee's letter, the chair's letter, the dean's letter, and any responses from the candidate to the Senior Vice President for Academic Affairs, who will refer the file to UPTAC.

VI. COLLEGE CRITERIA AND EVALUATION GUIDELINES

A. <u>Criteria for Retention. Promotion and Tenure</u> (Policy 6-303-III-A-2)

A faculty member's standing in the College is based on three functions: (1) scholarship and creative work; (2) teaching; and (3) professional, university, and public service. The assessment may also consider the candidate's conduct as a responsible member of the faculty. Summary ratings of these functions will serve as the criteria for retention, promotion, and tenure. Possible ratings for each function are *exceptional, excellent*, *meritorious, satisfactory,* and *not satisfactory*. The specifics of this rating system are defined below in the sections pertaining to the activities under evaluation. In general, the department's rating of "excellent" coincides with the University standard of "excellent," and the department's rating of "meritorious" coincides with the University standard of "sustained effectiveness."

The criteria for retention at the Assistant Professor rank, tenure, and promotion to the Associate Professor and Professor ranks are listed here. Implicit in the criteria for each level is the concept that excelling in one area does not compensate for substandard performance in another area. The same criteria apply to both formal and informal reviews. Evaluation guidelines for ratings in scholarship and creative work, teaching, and service are described in subsequent sections.

> <u>Assistant Professor</u>: Retention at this rank requires ratings of at least *meritorious* in either teaching *or* scholarship and creative work, with at least *satisfactory* in the two other functions.

> <u>Associate Professor</u>: Promotion to this rank requires ratings of at least *excellent* in either teaching *or* scholarship and creative work, and with a rating of at least *meritorious* in the each of the other two functions.

> <u>Professor</u>: Promotion to this rank requires a rating of *excellent* in teaching *and* scholarship and creative work, and of at least *meritorious* in service.

> An *exceptional* rating in any performance function will be recognized and taken into consideration in evaluating all candidates.

> <u>Tenure</u>: The requirements for achieving tenure are the same as those requirements for promotion to Associate Professor. With tenure, a permanent relationship between the faculty member and the University is implied, along with the expectation that the candidate has clearly demonstrated that he/she will continue to be a productive faculty member over time. In the event that a person is hired at or promoted to the rank of Associate Professor before achieving tenure, the subsequent conferral of tenure requires that the faculty member has provided convincing evidence that he or she will continue to achieve the standards expected of an Associate Professor and is likely to achieve the standards expected for promotion to the rank of Professor. In the event that a person is hired at or promoted to the rank of Professor before achieving tenure, the subsequent conferral of tenure requires that the faculty member has provided convincing evidence that he or she will continue to achieve the standards expected of a Professor.

Evaluation Process and Summary Rankings. An individual's activities in the areas of scholarship and creative work, teaching, and service will be considered in terms of their significance and constancy. The data gathered on a faculty member at the time of consideration for retention, promotion or tenure is considered to be predictive of future activity.

The evaluation process occurs in the areas of scholarship and creative work, teaching, and service. Within the scholarship and creative work area, evaluation is broken into three categories: innovation, significance, and impact. Candidates receive Level I, II, or III ratings in each of the areas/categories. Summary rankings are determined qualitatively by generally assessing the "levels" of output and production for each candidate, with substantive documentation of the determinants for the candidate's ranking.

B. Guidelines for the Evaluation of Scholarship and Creative Work

Judgments about a faculty member's scholarship and creative work are based on both the quality and quantity of scholarly and creative products. The characteristics of productive scholarship and creative work can differ as a function of the faculty member's program, special interests and capabilities, areas of research or creative work, and professional goals. Consequently, there are no strict quantitative criteria for amount and type of scholarly and creative work at the various faculty ranks. Rather, assessments of faculty scholarship and creative work in the RPT process reflect professional judgments that balance the quality and quantity of contributions and take into account the overall professional output and productivity **o**f the faculty member.

Quantity of Scholarship and Creative Work

Faculty at all ranks are expected to demonstrate a range of scholarly/creative activity commensurate with the ranking, rather than a specific number of activities. Quantity, however, is one measure of accomplishment and is particularly important as a sign of continuity, self motivation, and substantive exploration.

Quality of Scholarship and Creative Work

Scholarship and creative work is evaluated with respect to three facets of quality, *innovation, significance,* and *impact*. Although these facets are not independent of one another, each defines a different aspect of quality. Overall excellence in scholarship and creative work can be achieved with a variety of products that differ with respect to these quality dimensions. However, judging the quality of scholarly/creative contributions is an essential part of evaluating faculty members in the area of scholarship and creative work, and these facets define the forms of scholarship and creative work that generally signify greater quality and importance.

1. Innovation

The mission of the University is, in part, to create new knowledge. Consistent with this goal, the quality of scholarly/creative work is evaluated by the degree to which the candidate's work contributes to new understanding. Three performance levels of innovation are listed below (Levels I-III), reflecting a general ordering from great to lesser significance. This ordering does not imply that the lower levels have no value. All levels represent traditional forms of scholarly/creative work that have a place in the various discipline areas contained within the College of Architecture and Planning. However, some scholarship and creative work reflect to a higher degree the University mission of creating new knowledge, and the College recognizes the greater significance of these forms.

Level I

This category includes scholarly/creative products that present new theory, methodology, or empirical evidence. New theory refers to an original proposal/idea that explains a system of behavior or design process, not simply new hypotheses or models of isolated behaviors. New empirical evidence can be quantitative or qualitative, but the emphasis is on the development of new and original understanding from the data, not merely an empirical description of phenomena. New methodological contributions can take many forms (e.g., research-related methods or methods of professional practice), but to belong in this category, contributions must be novel rather than re-expressions of existing methods.

Level II

This category includes work that presents a new synthesis of existing knowledge with new implications for future research and theory.

Level III

In this category are included scholarly/creative products that report new empirical evidence but with little or no development of new conceptual understanding (empirical studies that describe phenomena, e.g., surveys and other descriptive methods, without testing, contrasting, or proposing theoretical explanations fall under this heading); products that summarize existing knowledge (previously generated theory, concepts, methodologies, and/or empirical findings); and products that comment on or review previously published publications and materials.

2. Significance of the Scholarly/Creative Work.

The quality of scholarly and creative contributions is judged in part by the type of outlets in which they appear and the level of difficulty in achieving them. Three performance levels of scholarly/creative work are listed below in their order of significance. Common examples of work within these levels are also listed. The examples are meant to serve only as general guidelines for assessing the significance of the work; some types of scholarship and creative work may not be listed as examples. Each piece of scholarship and/or creative work is therefore to be considered for its own unique merits relative to this facet of quality. The scholarship and creative work distinctions are not mutually exclusive; candidates may move freely between categories in developing their resumes.

Level I

Examples of Level I scholarship include but are not limited to authored and edited books from nationally and internationally recognized presses, book chapters in peer-reviewed books, peer-reviewed articles or book reviews in national or international journals, funded international or national research grants or fellowships, major venue exhibition catalogs, and invited/funded international and national addresses and presentations.

Examples of Level I creative work include but are not limited to designs that are built or designs that are published in national or international journals, design competition awards, funded international or national research grants, exhibiting designs in professional galleries, and invited/funded international or national addresses and presentations.

Level II

Works at Level II in the area of scholarship include but are not limited to authored and edited books from state and local presses, peer-reviewed article or book review in a state or local journal, local/university grants and fellowships, juried presentations at national/international professional conferences, invited/funded local/university addresses or presentations, and local/university exhibition catalogs.

Works at Level II in the creative area include but are not limited to un-built designs, designs published in regional or local journals, international or national design competition entries, local/university creative grants and awards, and local/university exhibitions.

Level III

Works in the Level III category for scholarship include but are not limited to non-juried articles, papers on professional topics for a professional audience, juried lectures or addresses at state and local conferences, invited talks at state and local venues, unfunded grant proposals, articles in the popular press, technical reports, and publication in conference proceedings.

Works in the *Level III* category in the creative area include but are not limited to funded design consulting, state and local design competition entries.

3. Impact of the Work

Judgments of impact (or predicted impact) range from minimal to exceptionally high. These judgments are based on the RPT Advisory Committee members' individual assessments of the work, conclusions from qualified external evaluators, and in some cases other forms of recognition such as awards and honors. The impact of a work may be evident in the degree to which the work has been cited, used, or referred to.

Level I

The scholarly or creative work has inspired and changed the field of study, is referred to as groundbreaking, considered extremely important and/or stimulating and/or challenging, gains national and international recognition, is regularly cited, used or referred to, and emulated. This rating is reserved for scholarship and creative work of the highest quality.

Level II

The scholarly or creative work is significant, innovative, and challenging, attaining a national or state reputation. Work in this category makes a meaningful contribution to a particular field of inquiry, is cited and referred to, and is considered above the norm.

Level III

The scholarly or creative work is not considered a significant contribution to the field, but allows the candidate to enter the field and join in or comment on a body of work or a creative trend mostly created by others. Work in this category is not cited or regarded as an example or as advancement in practice. This work may, however, indicate a strong future potential for the candidate in a sustainable and eventually productive area of work.

Summary Ranking Scale for Scholarship and Creative Work

The ranking below reflects the joint consideration of quantity and quality of scholarship and creative work as described above, given the faculty member's time in rank.

Exceptional: The candidate clearly stands out as one of the most innovative, productive, and highly-regarded practitioners in their field/fields. This ranking is reserved for rare instances of truly superior work.

Excellent: The candidate has made outstanding and sustained scholarly or creative contributions in one or more areas. The contributions are original, consistent over time, and have established the individual as a recognized scholar in their areas of research and practice.

Meritorious: The candidate has made significant and sustained contributions in one or more areas of scholarship or creative works. The quality and quantity of scholarship or creative work reflect a substantial, positive impact in at least one area.

Satisfactory: The candidate has made some scholarly/creative contributions but the quality or quantity of existing contributions suggest that additional efforts need to be made to be sustainable over time.

Not Satisfactory: The candidate's scholarly/creative contributions are lacking in quality and quantity.

C. Guidelines for the Evaluation of Teaching

College faculty are expected to conform to the normal university definition of t*eaching,* which means that they are expected to perform **r**egularly scheduled instruction (studios, seminars, and lecture classes**),** participate in curriculum and program development, direct and evaluate student work, and contribute to the counseling, mentoring, and advising of students in general. Primary materials used in evaluating teaching performance consist of course evaluations and SAC reports, and may include peer reviews of teaching.

Regular teaching assignments are made by the chair, with the number and nature of courses being determined by the role of individual faculty members within the department. It is also recognized that student mentoring with respect to professional practice is a high priority in the scholar-practitioner model of education embraced by the professional nature of the College. For this reason, RPT judgments in the College of Architecture and Planning are made primarily in respect to the candidate's contribution to the overall education mission of the college in the following three levels of significance.

Level I

Activities in this category include engaging students in stimulating, informed, timely, and scholarly course work; employing innovative or especially effective methods of teaching; and receiving consistently high teaching evaluations and strong recommendations from SAC review committees. Other activities in the category include winning national and/or university teaching awards; developing new programs and curricula within the college; being awarded teaching

grants and fellowships; participating in studio juries; supervising teaching and research assistants**;** raising money for student work through grants and other sources; developing award-winning educational materials (course manuals, software, videos and so forth); and being recognized for work in community continuing education.

Level II

Activities in this category include attending to teaching duties in a timely and informed manner; employing effective methods of teaching; receiving above average teaching evaluations and positive recommendations from SAC review committees; and being nominated for teaching awards, applying for teaching grants; and participating regularly in juries and student advising. Other activities include developing course materials (handouts, videos, manuals etc.) that enhance teaching efforts, or teaching in continuing education programs.

Level III

Activities in this category include performing at a satisfactory level in teaching; receiving average-to-slightly below average evaluations from their students; and having adequate if not laudatory SAC reviews.

Summary Ranking Scale for Teaching

Rankings on the scale below reflect the joint consideration of the components of teaching, relative to the faculty member's time in rank. The first component reflects the fundamental teaching responsibilities of faculty members in this college, and consequently is weighted most heavily. The rankings will consider time in rank.

Exceptional: The candidate clearly stands out as a dedicated, innovative, and gifted scholar-teacher.

Excellent: The candidate ranks above others in teaching effectiveness and performance, and has demonstrated leadership and creativity in development of his or her teaching.

Meritorious: The candidate is an effective teacher with good reviews and performance, and aspires to continuing personal development in teaching.

Satisfactory: The candidate is a less effective teacher than indicated for time in rank, but has strong potential for improvement.

Not Satisfactory: The candidate has made insufficient contributions in the area of teaching given time in rank.

D. Guidelines for the Evaluation of Service

The viability of the College of Architecture and Planning and its departments depends in part on its ability to maintain an active presence in the University system, to represent itself within the larger professional communities, and to maintain itself as a public resource in the region and the world. Although this can be achieved partially through faculty research and teaching, public and professional service is another important mechanism for maintaining this presence. "Community" service can also include teaching service learning courses or community-based studios.

Evaluations are made with respect to three aspects of service: (1) professional service, (2) university service, and (3) community or public service. Note: "Professional" refers to both the professions of architecture and planning, and to the scholarly profession. It is not necessary for a faculty member to participate equally in all three service areas. Differing participation in the three service areas typically reflects the unique strengths and interests of faculty members and the different program foci.

Level I

Professional: Service in this category is with international or national professional organizations and includes such activities as holding offices, participating in the organization or operation of conferences, serving as chair, discussant, or reviewer for presentations at professional meetings, serving on various professional committees, panels, or boards (e.g., accreditation boards), and attending and presenting professional workshops. Significant professional service contributions can also include serving as editor, associate editor, editorial review board member, or regular reviewer for international and national scholarly or professional journals or design competitions.

University: Service in this category includes such things as serving on special university search and advisory committees, chairing university committees, serving in administrative positions in the University, College or Department or representing the University in national or regional activities.

Community: Service on international or national boards or as chair of a significant national or regional organization, or exceptional local leadership and time commitment to local community organizations, including volunteer design work.

Level II

Professional: Service in this category is with smaller regional or local organizations and includes such activities as holding offices, participating in the organization or operation of conferences, serving as a presenter at conferences or meetings, serving on committees, panels, or boards, and presenting professional workshops. Professional service contributions at this level also include serving as editor, associate editor, editorial review board member, or regular reviewer for regional and local journals and design competitions.

University: Service in this category includes membership in important university committees or Academic Senate, chairing of department or college committees, including ad hoc and search committees, and significant contributions to the administration of the unit.

Community: Includes service in regional activities and boards in a leadership position, continuous and influential service to a local organization or assisting with community events.

Level III

Professional: Service in this category includes attendance at meetings, participation as an active member, serving as discussant, or reviewer for presentations at professional meetings.

University: Includes membership on college committees and special college-level administrative assignments.

Community: Includes short-term, intense service to organizations, membership and general participation in local or regional organizations over an extended period of time, activism like letters to the editor or interviews on community issues.

<u>Summary Ranking Scale for Service.</u>

Rankings on the scale below reflect the joint consideration of service contributions in the three areas, relative to the faculty member's time in rank.

Exceptional: The candidate has made an extraordinary commitment to service in all three areas.

Excellent: The candidate has made outstanding and sustained contributions in at least one area of service. The faculty member's service contributions have distinguished him/her as a recognized leader in the profession, University, or community.

Meritorious: The candidate has made significant contributions to his/her profession, the University, and/or the community through professional service.

Satisfactory: The faculty member shows sufficient commitment to service in at least one area, suggesting that the eventual contributions of the faculty member will be significant.

Not Satisfactory: The candidate has made insufficient contributions in the area of service given time in rank.

VII. APPENDICES

Appendix A- Notice of URPTSC Final Approval

College of Social Work
THE UNIVERSITY OF UTAH

395 SOUTH 1500 EAST, ROOM 101 · SALT LAKE CITY, UTAH 84112-0260 · (801) 581-6191 · FAX (801) 585-3219 · WWW.SOCWK.UTAH.EDU

Memorandum

To: Nan Ellin –Chair, Department of City & Metropolitan Planning
             Prescott Muir – Director, School of Architecture
             Brenda Scheer, Dean, College of Architecture + Planning

Cc: Amy Wildermuth, Associate V.P. Academic Affairs

From: Hank Liese, College of Social Work
             Co-Chair, University RPT Standards Committee 2012-2013

Subject: Approval of RPT Statement
Date: February 1, 2013

This is to confirm that the attached version of the College of Architecture + Planning RPT Statement, dated as approved on February 1, 2013 by the University Retention, Promotion, and Tenure Standards Committee (URPTSC), has been reviewed and approved by the Committee pursuant to University Policy 6-303. The Statement may be implemented for RPT proceedings in your College for the academic year 2013-2014 (as of July 1, 2013).

Congratulations on completing the approval process, and revising your Statement to comply with University Policies and to serve well the missions of your College and the University. The URPTSC was pleased to see the College include peer review as one possible method of evaluating teaching performance. The Committee feels strongly that peer observation and evaluation of teaching is a "best practice," and would encourage the College in the next revision of its Statement to require such observation in the RPT review process, particularly for all formal reviews. Many departments and colleges do so already or are moving in that direction.

Please ensure that a copy of this approval notice is attached to all copies of the final approved version of the RPT Statement.

Two further steps should be taken to ensure an orderly transition from using the version of your department Statement in effect until now, to using this newly approved Statement. First, all current faculty members who will in the future undergo formal reviews for retention, promotion, or tenure should have their attention directed to the passage within the new Statement which describes the "Implementation Date and Application to Existing Faculty," and provides for certain procedures in making the transition from old to new. Second, those existing faculty members who are currently still in their pre-tenure RPT probationary period are requested to complete the "RPT Transition Choice Form" prior to the start of their next formal review, indicating their choice of having the remaining reviews conducted under the terms of the old or new Statement. That form is available from the office of the Vice President.

Appendix F
Faculty Curriculum Vitae

APPENDIX F INDEX

Curriculum Vitae   **Michael Abrahamson**

mtabraha@umich.edu
+1 937-407-6125
michaelabrahamson.com

Education	Taubman College of Architecture and Urban Planning, University of Michigan
2012-	PhD Candidate, History and Theory of Architecture
	Dissertation (Expected 2018): "Testing the Establishment: Authorial Signature and Professional Method in the Architecture of Gunnar Birkerts, 1958-1981"
	Advisor: Claire Zimmerman
	Knowlton School of Architecture, The Ohio State University
2009	Master of Architectural Studies in Criticism
	Thesis: "Browsing for Utopia"
	College of Architecture and Environmental Design, Kent State University
2007	Bachelor of Architecture with Honors, Cum Laude
	Honors Thesis: "The Architecture of Mobility: Wireless Technology and the Design of Public Space"
2006	Bachelor of Science in Architecture with Minor in Art History, Cum Laude
	International Studies: Florence, Italy, Spring 2005

Experience	Taubman College of Architecture and Urban Planning, University of Michigan
2012-2017	Graduate Student Instructor
	Winter 2016 & 2017: Architecture Criticism and Theories
	Winter 2015: Architecture History II
	Winter 2014: 19th and 20th Century Architecture
	Fall 2013: Architecture History I
	Winter 2013: Architecture Theory and Criticism
2017-2018	Graduate Student Research Assistant to Jonathan Massey
	Project: Marcel Breuer: Building Global Institutions (Lars Müller Publishers, 2018)
2015	Graduate Student Research Assistant to Sharon Haar
	Project: History of Public Interest Design
2014-2015	Graduate Student Research Assistant to Kerstin Barndt (Germanic Languages Dept.)
	Project: Object Lessons, book (University of Michigan Press, 2017) & exhibition (2017)
2012-2013	Graduate Student Research Assistant to Claire Zimmerman
	Project: The New Brutalist Image, exhibition held at Tate Britain (2015)
Service	Board Member, Planning + Architecture Research Group, 2013-2016
	Organizer, Rule & Form: Confronting the Spatial Transactions and Logistics of Capital, Graduate Student Conference, February 5-6, 2016
	College of Architecture and Environmental Design, Kent State University
2010-2012	Adjunct Faculty
	Summer 2012: First Year Design Studio I
	Spring 2012: First Year Design Studio II, Architectural Studies (ARCS) Design Studio I, Architecture History II
	Fall 2011: First Year Design Studio I, The Legacy of Brutalism, Portfolio Design
	Spring 2011: First Year Design Studio II, Urban Design Discourse
	Fall 2010: First Year Design Studio I, Introduction to Theory and Criticism
Service	First Year Core Curriculum Committee, 2011; Architectural Studies (ARCS) Curriculum Committee, 2011-2012; Lecture Series Committee, 2011-2012

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Curriculum Vitae	**Michael Abrahamson**
In Process	Deregulating Architecture: Management, Marketing, and Late Modernism, Book Proposal in Preparation
	"Freedom and Flexibility: Gunnar Birkerts and Tougaloo College, 1965-67," Article Manuscript in Preparation
	"Standardizing Business, Deregulating Design: Reading The Architect's Handbook, 1963-87," Article Manuscript in Preparation
	"'Decent and Suitable' Modules: The Politics of Housing Research in HUD's Operation Breakthrough, 1969-74," Article Manuscript in Preparation
Publications	"Actual Center of Detroit: Method, Management, and Decentralization in Albert Kahn's General Motors Building, 1919-1923," Journal of the Society of Architectural Historians v. 77, n. 1 (March 2018), 56-76 [Peer Reviewed]
	Editorial Assistant, Marcel Breuer: Building Global Institutions, eds. Barry Bergdoll and Jonathan Massey (Zürich, Switzerland, Lars Müller Publishers, 2018)
2017	"North America," SOS Brutalism: A Global Survey, Edited by Oliver Elser, Philip Kurz, and Peter Cachola Schmal (Zürich, Switzerland: Park Books, 2017), 116-121
	"Two Trajectories," Robert Maschke Architects, 2007-2017 (Cleveland, OH: 1point618, 2017)
2016	"Return of the Ignored," Pidgin 21: Flushed (Fall 2016), 32-59
	"On Little Histories," Project Journal Issue 5 (Spring 2016), 110-111
	"Brutalism is not Bunker Architecture," in Safety Not Guaranteed: A Manual for Architecture (March 2016), 78-80
2015	"Welcome to Brutalism," The Sunday Times, London, England (October 25, 2015), C6-C8
	"The Flying Twist: WMS Boathouse by Studio Gang Architects," The Architectural Review n. 1422 (August 2015), 70-77
	"Means Without Ends," [translated to Spanish as "Medios Sin Fines"] Plot 22 (January 2015), 178-181
2014	"Concrete Images," in Brutalism: London (London: Black Dragon Press, 2014)
	"Blame Game," The Architectural Review n. 1413 (November 2014), 20
	"The Problem of Large," in Clog: Rem (Summer 2014), 50-51
	"Sculpture into Architecture," in San Rocco 9: Monks and Monkeys (Spring 2014), 69-78
	"Robotic Arms Race in Architectural Education," The Architectural Review n. 1405 (March 2014), 17-19
2013	"Toward an Ineloquent Architecture," in Clog: Unpublished (Fall 2013), 82-83
	Editor, Clog: Brutalism (February, 2013)
	Contributions: "Citing Banham," 26-27; "Economics of Concrete," 42-43; "Interview with Norbert Koehn," 54-55; "Interview with Jeffrey Strean, Cleveland Museum of Art," 140-143; "Brutalizing Breuer," 148-149
2012	"In Defense of the Donut," in Clog: National Mall (November 2012), 90-91
	"Rendered Hot And/Or Cool," in Clog: Rendering (August 2012), 74-75
	"Heroic Ordinariness," in Clog: Apple (February 2012), 62-63
2011	"Powerpoint Formalism," in Clog: Bjarke Ingels Group (October 2011), 38-39
2009	"A Matter of Opinion: A Conference at Ohio State," in Constructs: Yale Architecture (Spring 2009)
2008	"Observation: On Low Resolution Urbanism" in Log 12 (Spring–Summer 2008), 32
Online Publications	F--- Yeah Brutalism, Tumblr image archive, 2010–, over 2500 daily posts and 220,000 followers, fuckyeahbrutalism.tumblr.com
2015	"Chicago Architecture Biennial Review: No Harm Done, Few Traces Left Behind," The Architectural Review (October 14, 2015), architectural-review.com/rethink/reviews/ no-harm-done-few-traces-left-behind/8690344.article
	"What is a Brutalist House?" as Guest Curator, OfHouses (August 24, 2015), tumblr.com/ZfwZ0o1sfFZP_

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"Book Review: Life and Lawlessness in <u>The Western Town</u>," <u>The Architectural Review</u> (August 15, 2015), architectural-review.com/rethink/reviews/architecture-culture-has-been-far-from-immune-to-the-charms-of-the-wild-west-mythos/8686552.article

"Designing the Great Migration," coauthored with James D. Graham, <u>The Aggregate website</u>, Black Lives Matter Dossier (March, 2015), we-aggregate.org/piece/designing-the-great-migration

2014 "11 Lesser-Known Brutalist Buildings," <u>Dezeen</u> (September 14, 2014), http://www.dezeen.com/2014/09/14/fuckyeahbrutalism-top-11-brutalist-buildings/

"2014 Pulitzer Prize Celebrates On-The-Ground Architectural Criticism," <u>The Architectural Review </u>(May 28, 2014), architectural-review.com/rethink/the-2014-pulitzer-prize-celebrates-on-the-ground-architectural-criticism/8663128.article

"Possible Mediums: Testing the Limits of Architectural Representation," <u>The Architectural Review </u>(April 2, 2014), architectural-review.com/rethink/reviews/testing-the-limits-of-architectural-representation/8660798.article

2013 "Air Rights: An Exhibit by Drone Research Lab," <u>Archinect</u> (October 18, 2013), archinect.com/features/article/84447208/air-rights-an-exhibit-by-drone-research-lab/

2012 "Functional Colour: A Postwar Discourse and its Application at Lever House," <u>Saturated Space</u> (September 2, 2013), saturatedspace.org/2013/09/functional-colour.html

"Radical Nostalgia," <u>Fulcrum</u> 63 (January 21, 2013), fulcrum.aaschool.ac.uk/63/

"On Crate Digging," <u>Project Journal</u> (August 15, 2012), projectjournal.org/424/

<u>**Presentations**</u>   "Routinizing Through Rewrites: <u>The Architect's Handbook</u>, 1963-1988," <u>Society of Architectural Historians Annual Conference</u>, St. Paul, Minnesota, April 2018

2017 "Standardizing the Business of Building: Management and Marketing in <u>The Architect's Handbook</u>, 1963-1988," <u>Standard Architecture: From Durand to BIM</u>, Universität Kassel / Deutsches Architekturmuseum, Frankfurt, Germany, October 20, 2017

"Freedom and Flexibility: Gunnar Birkerts at Tougaloo College, 1965-67," <u>2017 Buell Dissertation Colloquium</u>, Temple Hoyne Buell Center for the Study of American Architecture, Columbia University, New York, April 1, 2017

"Actual Center of Detroit: Decentralizing Tendencies in Albert Kahn's GM Building," <u>Albert Kahn Research Symposium</u>, Lawrence Technological University, Southfield, Michigan, March 3, 2017

2016 "The Interchangeability of Things: Museology and Ethnography in Three Works by Eduardo Paolozzi, 1979-1985," <u>A Beautiful Role: Architecture and the Display of Art</u>, Yale Center for British Art, New Haven, Connecticut, October 8, 2016

"From Latourette to Neiman Marcus: On the Use and Disuse of Images in Architectural Criticism," <u>Writing Buildings Conference</u>, Kent School of Architecture, Canterbury, UK, July 15, 2016

"A Groundbreaking Partnership," <u>5x5 Participatory Provocations Symposium</u>, University of Illinois School of Architecture, Urbana, Illinois, February 15, 2016

2015 "Testing the Establishment – Gunnar Birkerts in 1960s Detroit," Research in Progress Series, Illinois Institute of Technology College of Architecture, Chicago, Illinois, November 5, 2015

"'Decent and Suitable' Modules: The Politics of Construction Research in HUD's Operation Breakthrough, 1969-1974," <u>Fifth International Conference on Construction History</u>, Chicago, Illinois, June 6, 2015

"A Brutal Context: Gunnar Birkerts at Tougaloo College, 1965-1972," <u>Society of Architectural Historians Annual Conference</u>, Chicago, Illinois, April 15, 2015

2014 "Means Without Ends," <u>What Criticism?</u> Loeb Fellowship Symposium, Harvard Graduate School of Design, February 14, 2014

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Curriculum Vitae   <u>**Michael Abrahamson**</u>

<u>**Funding &**</u>   Graduate Student Research Grant ($3000) awarded by Rackham Graduate School,
<u>**Awards**</u>   University of Michigan, for dissertation chapter "The Introspective Professional:
                Corning Museum of Glass, Corning, New York," 2018
            Beverly and Ed Smith Scholarship ($13700) awarded by Taubman College, University of
                Michigan, 2017-2018
2017   Summer Research Grant ($1500) awarded by Architecture Doctoral Studies, University of
                Michigan, 2017
            Dissertation Writing Institute Fellowship ($4000) awarded by Sweetland Center for Writing,
                University of Michigan, 2017
2016   Taubman College Doctoral Student Award, University of Michigan
            Summer Research Award ($8000) awarded by Rackham Graduate School, University of
                Michigan, for "Gunnar Birkerts and the Heritage of European Modernism After WWII"
            Summer Research Grant ($1000) awarded by Weiser Center for Europe and Eurasia,
                University of Michigan, for "Gunnar Birkerts and the Heritage of European
                Modernism After WWII"
2015   Summer Research Award ($8000) awarded by Rackham Graduate School, University of
                Michigan, for "Protocols of Process & Expression: Professional Method at Gunnar
                Birkerts and Associates, 1960-1980"
2014   Nathan and Marilyn Levine Architectural Research Fellowship ($5700), awarded by
                Taubman College, University of Michigan
2013   Graduate Student Research Fellowship ($3000) awarded by Bentley Historical Library, for
                "Projecting an Equal Future: Gunnar Birkerts at Tougaloo College, 1965-1972"
2012   A. Alfred Taubman Scholarship ($10000) awarded by Taubman College, University of
                Michigan

<u>**Events and**</u>   <u>Design Studio Juries and Reviews</u>: University of Michigan, Ohio State University, Kent State
<u>**Workshops**</u>   University, University of Detroit Mercy, Cleveland Urban Design Collaborative
2018   "Enfilade Exquis: Collage," <u>FAMU Architecture Week</u>, Florida A&M University School of
                Architecture & Engineering Technology, March 21, 2018
2017   Discussant and Moderator, <u>On Location Symposium</u>, University of North Carolina at
                Charlotte, September 29, 2017
2016   Researcher and Student Supervisor, <u>The New Creativity</u>, Design Workshop, Taubman
                College, University of Michigan, February 6-10, 2016
2013-2014   Architecture and Graphic Design Instructor, Summer Discovery, Ann Arbor, Michigan
                Musiker Discovery Programs Inc.
2013   Gunnar Birkerts Study Tour, Taubman College Doctoral Studies Group, October 18 & 19, 2013
2011   Master Teaching Artist in Architecture, ArtWorks Co-Op, Cleveland, Ohio
                Young Audiences of Northeast Ohio (now Center for Arts-Inspired Learning)
2009   Exhibition Organizer and Panel Moderator, <u>All You Can Eat: A Buffet of Architectural Ideas
                for Cleveland</u>, The Sculpture Center, Cleveland, Ohio

<u>**Exhibitions**</u>   "A Groundbreaking Partnership," Architectural Model, <u>5x5: Participatory Provocations</u>
2016-2017   University of Illinois School of Architecture, Urbana, Illinois, February-March 2016
                Cleveland Urban Design Collaborative, Cleveland, Ohio, June-July 2016
                Rhode Island School of Design, Providence, Rhode Island, October-November 2016
                OMI International Arts Center, Ghent, New York, January-March 2017
                Center for Architecture, New York, New York, July-October 2017
2016   "12 Months of Hot Dogs In Cleveland," Drawing, <u>Rejected: Architectural Drawings and
                Their Stories</u>, Cincinnati, Ohio, December 2016-January 2017
            "FYB Housewares, ver. 2.1 (Bilderatlas)," Installation, <u>Unfolding Pavilion</u>, Venice, Italy, May
                2016

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Curriculum Vitae   <u>**Michael Abrahamson**</u>

<u>Citations</u>

Anthony Paletta, "'5×5' Exhibition Proves Architects Can Still Tackle Thorny Political Issues," <u>Metropolis</u> (September 6, 2017), metropolismag.com/architecture/5x5-exhibition/

2017   Matt Davis and Teresa Foglia, "The Bay Is Brutal: A Love Letter To Concrete and Brutalism in the Bay Area," <u>East Bay Express</u> (March 2, 2017), 9-17

Ruth Lang, "Making Plans: 2016 Venice Biennale," coverage of Unfolding Pavilion exhibition, <u>Architecture Today</u> (June 2016), 8-10

2016   Roman Mars, Avery Trufelman and Public Radio Exchange, "Episode 176: Hard to Love a Brute," <u>99% Invisible</u> (August 11, 2015), Podcast at 99percentinvisible.org/episode/hard-to-love-a-brute/

2015   Julia Carpenter, "A complete history of 'F*** yeah' Tumblrs, the happiest blogs on the Web," <u>The Washington Post</u> (April 8, 2015), washingtonpost.com/news/the-intersect/wp/2015/04/08/a-complete-history-of-f-yeah-tumblrs-the-happiest-blogs-on-the-web/

2014   "Design as Content / What is the State of Design Criticism?" <u>Metropolis Magazine</u> (August 2014), metropolismag.com/July-August-2014/What-Is-the-State-of-Design-Criticism/

Davide Tommaso Ferrando and Giovanni Benedetti, "Beyond Blogging: Fuck Yeah Brutalism," <u>OII+</u> (March 25, 2014), zeroundicipiu.it/2014/03/25/beyond-blogging-fuck-yeah-brutalism/

Jonathan Meades, <u>Bunkers, Brutalism and Bloody-Mindedness, Part 2</u> (BBC Productions, January 2014), https://vimeo.com/93116236

Christopher Beanland, "Concrete Buildings: Brutalist Beauty," <u>The Independent</u> (January 14, 2014), independent.co.uk/arts-entertainment/art/features/concrete-buildings-brutalist-beauty-9057223.html

2013   Amery Calvelli and CJSW 90.9 FM, "#27: Two Good Books," <u>Space + Place</u> (September 3, 2013), Radio program, cjsw.com/program/spaceandplace/27-two-good-books/

Vanessa Quirk, "Book Review: Brutalism / Clog," <u>ArchDaily</u> (March 26, 2013), archdaily.com/348310/brutalism-clog

Tim Walsh, "Fuck Yeah Brutalism, Digital Architecture Media, and That 'Revival'," <u>Unmaking Things</u> (2013), unmaking108.rssing.com/browser.php?indx=30831959&item=9

<u>Practice</u>

Designer, Thom Stauffer Architect, Kent, Ohio, March–July 2011
    Projects: Central Business District Urban Design RFP, Akron, Ohio; Woodside Residence Addition & Breezeway, Akron, Ohio; Office Renovation, Kent, Ohio

Designer, Van Dyke Architects, Cleveland, Ohio, April 2009–July 2010
    Projects: Kent State Main Library - Programming, Design, Construction Documents; The Children's Museum of Cleveland - Programming, Schematic Design; Cleveland Gateway Neighborhood Masterplan - Urban Design, Graphics

American Institute of Architects, Cleveland, Ohio Chapter
    Committees: Design Committee (2011-2012); Design Awards Committee (2009)

<u>Design Competitions</u>

Honorable Mention: "Glow," Coldscapes Competition, with David Craun, Ted Ferringer, and Hallie Delvillan of Bialosky Architects (2013)

Selected Projects: "Museum and Pedestal," AC-CA Buenos Aires Art Museum Competition with Austin Kotting (2012)

"Perimeter Shift," Downtown Fargo Urban Infill Competition with Jeremy Smith (2010)

"Bridge and Terrace," Roanoke Urban Effect Competition &
"Detroit Shoreway Playspace," Cleveland Design Competition with Jeremy Smith and Ted Ferringer (2008)

5

James Agutter

Education

1999	Master of Architecture, University of Utah, Salt Lake City, UT
1995	Bachelor of Science in Architectural Studies, University of Utah, Salt Lake City, UT

Positions and Employment

1995 - 1997	Research Assistant, University of Utah, Salt Lake City, UT
1998 - 2001	NASA Research Fellowship, University of Utah, Salt Lake City, UT
2001 - 2011	Research Assistant Professor, University of Utah, Salt Lake City, UT
2002 - Present	CEO, Applied Medical Visualizations LLC, Salt Lake City, UT
2005 – 2013	Vice President, Intellivis Incorporated, Salt Lake City, UT
2011 - 2016	Assistant Professor, College of Architecture + Planning, University of Utah, Salt Lake City, UT
2011 - 2016	Founder and Director of Multi-Disciplinary Design Program, College of Architecture + Planning, University of Utah, Salt Lake City, UT
2016	Visiting Scholar, Hong Kong University of Science & Technology, Hong Kong
2016 - Present	Associate Professor, College of Architecture + Planning, University of Utah, Salt Lake City, UT
2017 – Present	Director of Bachelor of University Studies, Undergraduate Studies, University of Utah, Salt Lake City, UT

Honors

1998	Architectural Research Centers Consortium (ARCC). King Student Medal for Excellence in Architectural Research.
2004	Visualization work ranked in top 5 finalists for Second Annual Stoel Rives Utah Innovation Award
2005	Top ten research programs in the US in Visualization. American Institute of Architects
2005	Creative Achievement Award with Julio Bermudez. Association of Collegiate Schools of Architecture (ACSA)
2009	University of Utah Honors Professorship
2013	Early Career Teaching Award, University of Utah
2014	Beacon of Excellence, University of Utah
2016	Distinguished Innovation and Impact Award, University of Utah

External Grants since 2011

2016 – 2018 Refining and testing the electronic Social Network Assessment Program (eSNAP), PI Maija Reblin, $100,000, **Role: University of Utah PI and Design director ($48,000) National Cancer Institute**

2014 – 2016 Interdisciplinary program for the development and commercialization of rehabilitation aids for spinal cord injury, PI Jeffrey Rosenbluth $300,000 **Role: Education Collaborator ($30,000) Nielson Foundation**

2014 Connect2Health Volunteering Program, **Role: PI and Faculty director $5,000 LDS Giving Foundation**

2014 Connect2Health Volunteering Pro- gram, **Role: PI and Faculty director $5,000 Castle Foundation**

2013 – 2016 Delivery of Medical Alarms, **Role: PI and Design director $191,800 Navy Research Lab**

2013 – 2016 Using Clinical Immersion as an empathic training tool in medical device innovation, **Role: Co-PI with Robert Hitchcock and Design director $185,000 National Institutes of Health**

2013 The Computational Analyst/Attack- er Model (CAAM), Bob Pornoky PI, $100,000, **Role: Design Advisor ($5,000) Department of Defense**

2012 Moderate Sedation Internet Education, Egan PI $350,000 **Role:** Design director **(30,000)**
Johnson and Johnson Corporation

2012 Connect2Health Volunteering Program, **Role: PI and Faculty director $5,000**
Anonymous Donor

2012 Connect2Health Volunteering Program, **Role: PI and Faculty director $5,000**
Intermountain Health Care

<u>**Publications since 2011**</u>

Patents

1. "Methods and Apparatus for Drug Modeling and Displaying Drug Models", Noah Syroid, James Agutter, Kenward Johnson, Talmage Egan, Dwayne Westenskow. 1/27/2012, Published 8/2/2012, 11/725,864

Selected peer-reviewed publications (Selected from 65 peer-reviewed publications)

1. McFarlane, D., Doig, A., Agutter, J., Mercurio, J., Mittu, R., Brewer, L., Syroid, N., "Defeating information overload in health surveillance using a metacognitive aid innovation from military combat systems" The Journal of Defense Modeling and Simulation October 2017: 14.4 371-388

2. Reblin, M., Wu, Y., Pok, J., Kane, L., Colman, H., Cohen, A., Mendivil, E., Warner, E., Meyer, M., Agutter, J., "Development of the Electronic Social Network Assessment Program Using the Center for eHealth and Wellbeing Research Roadmap" JMIR Hum Factors 2017;4(3):e23

3. Tsoutsounakis, E., Agutter, J., "The Future of Play: A Framework for Design Studio Curriculum" 2015 Design Principles and Practices International Conference, March, 2015 Chicago, ILL

4. Agutter, J., Tsoutsounakis, E., "The Future of Play: A Framework for Design Studio Curriculum" 2015 Design Principles and Practices International Conference, March, 2015 Chicago, ILL

5. Tsoutsounakis, E., Agutter, J., "Design Thinking: A Model for Introducing Design to University Students across Disciplines " 2014 Design Principles and Practices International Conference, January, 2014

6. Agutter, J., Hitchcock, R, Langell, J., Broadhead,K., Petelenz, T., "Design and Engineering Clinical Immersion Program", National Collegiate Inventors and Innovators Alliance Open 2013, Washington D.C. March 2013

7. Doig, A., Agutter, J., Jackson, A., Hart, S., "Teaching Creative Thinking and Innovation in Nursing" American Association of Colleges of Nursing, 2012 Baccalaureate Education Conference, San Antonio, Texas November 2012

8. Agutter, J., "The Patient Experience Project" National Collegiate Inventors and Innovators Alliance OPEN 2012 Conference San Francisco, CA March 2012

9. McKenna, Sean, Dominika Mazur, James Agutter, and Miriah Meyer. "Design Activity Framework for Visualization Design." IEEE Transactions on Visualization and Computer Graphics 2014:

10. Tsoutsounakis, E .,Agutter, J., "Design Process / Design Thinking; Alternative Methods in the Classroom" Proceedings of the 30th National Conference on the Beginning Design Student, April, 2014

11. Agutter, J., Tsoutsounakis, E., "Design Thinking: A Model for Introducing Design to University Students across Disciplines "2014 Design Principles and Practices International Conference, January, 2014

12. Koch, S., Weir, C., Westenskow, D., Gondan, M., Agutter, J., Haar, M., Liu, D., Gorges, M., Staggers, N., "Evaluation of the effect of information integration in displays for ICU nurses on situation aware- ness and task completion time: A prospective randomized controlled study" International Journal of Medical Informatics. August 2013, 82(8) 665-75

13. Syroid, N., Liu, D., Albert, R., Agutter, J., Egan, T.D., Pace, N.L., Johnson, K.B., Dowdle, M.R., Pulsipher, D., Westenskow, D., "Graphical user interface simplifies infusion pump programming enhances the ability to detect pump-related faults" Anesthesia and Analgesia, November 2012, 115(5) 1087-97

14. Anders, S., Albert, R., Miller, A., Doig, A., Berhnes, M., Weinger, M., Agutter, J. "Evaluation of an inte- grated graphical display to promote acute change detection in ICU patients" International Journal of Medical Informatics. 2012 April 23

15. Koch, S., Weir, C., Haar, M., Staggers, N., Agutter, J., Gorges, M., Westenskow, D., "ICU nurses' information needs and recommendations for integrated displays to improve nurses' situational aware- ness" Journal of the American Medical Informatics Assoc. doi:10.1136/amiajnl-2011-000678 2012

16. Runnels, S., Syroid, N., Agutter, J., Thompson, B., Obara, S., Ogura, T., Egan, T., "A Web-based, Interactive, "Virtual Preceptorship" Moderate Sedation Training Program fro Non-anesthesiologists" ASA 2011, Chicago, IL - published in Anesthesiology 2011;:A169

17. Obara, S., Syroid, N., Johnson, K., Pace, N., Westenskow, D., Albert, R., Ogura, T., Agutter, J., Egan, T., "A Clinical Pharmacology Display System Changes Anesthesiologists Technique and is Associated with High User Satisfaction" ASA 2011, Chicago, IL - published in Anesthesiology 2011;:A1274

Teaching since 2011

Design 2615 "Introduction to Design Thinking" I developed and taught this introductory course to educate undergraduate students about Design Thinking concepts. Explores how design approaches can be used to solve complex problems in a variety of fields. Students from computer science, mechanical engineering, business, communications and allied design fields.

Currently is a required course for Block U participants in the Entrepreneurial track and fulfills a Fine Arts General Education Elective and has a community engagement learning designation. It currently has an enrollment of over 100 students per semester.

DESIGN 3210 "Design Research" Developed and taught course to instruct students on the fundamentals and methods of design research. This trains students to identify design intervention opportunities through a series of observation and synthesis exercises. Areas of focus have been on experience and product, process and product design.

DESIGN 3600 "Design Studio" Developed course in collaboration with Keith Findling, as part of the design minor offered at the University. An exploration of the design process through a series of studio exercises employing various physical materials and visual ordering systems. Currently has 25 students per semester.

DESIGN 3611 "Design Studio 2" Developed Design studio for in 1st year second session design students. This studio focuses on themes that have been chosen. Each student is expected to generate real products with business models.

DESIGN 4010 "Capstone Design Studio" Developed and taught course as part of the design minor offered at the University. A "deep dive" studio where students will explore real world problems and derive solutions based on an interdisciplinary perspective. Emphasis on synthesis, process, and intention that results in the development of the students' own methodology.

HONOR 3371 "Empathetic Innovation - Improving the Patient Experience" This year long Think Tank examines the Patient Experience. This course utilizes a design thinking strategy to investigate and propose solutions for the patient experience in healthcare.

HONOR 3600 "The American Indian Patient Experience Project" This year long Think Tank explores the issues regarding American Indian health policy, access and the hurdles that affect the American Indian community. I have partnered with the Indian Walk-In Center, State of Utah and Navajo, Ute and Goshute Tribes. Students in the course traveled to all major reservations in the State and interviewed Tribal leaders.

HONOR 3650 "Empathetic Innovation" Developed and taught semester long course as part of the Honors Professorship award at the University of Utah. This course utilizes a design thinking strategy to investigate and propose solutions for the patient experience in healthcare. Specific issues such as empathy, observation, ideation and implementation are explored.

NURSING 2500 "Pre-Nursing LEAP Course: Innovations in Patient Care" Developed and taught with Alexa Doig from the College of Nursing. The course explored innovation in patient care and trained the students in design thinking.

RIMA AJLOUNI, PhD

Salt Lake City, UT 84112   I   The School of Architecture   I   The University of Utah   I   cell. 915 240 2466   I   Ajlouni@arch.utah.edu

Education

2005:   **Ph.D. in Architecture**; Texas A&M University, USA: Computation and Digital Photogrammetry in Architecture and Historic Preservation.

2005:   **Graduate Certificate in Historic Preservation**; Center for Heritage Conservation. Texas A&M University, USA.

1999:   **M.S. in Architecture Engineering**; College of Engineering & Technology. The University of Jordan; Jordan

1994:   **B.S. in Architecture Engineering**; College of Engineering & Technology. The University of Jordan; Jordan.

Awards and Recognition

2012:   **ARCC 2011–2012 New Researcher Award winner** (National Award). Architectural Research Centers Consortium. Awarded March 2012 and announced at the **ACSA 100** (Association of Collegiate Schools of Architecture) Annual Meeting in Boston, MA.

2012:   **Paper illustration featured** on cover of *Acta Crystallographica A: Foundations of Crystallography*. The cover was used for all 2012 issues of the journal.

In the Media

2013:   **Al Ajlouni, R.** Invited Article, 'Sacred Geometry", in Aziza Magazine, *Tayyibah Taylor (ed.),* WOW Publishing Incorporated. V. 7 Issue 3. (Summer, 2013)

2012:   **Al Ajlouni, R.** article about her work, 'Ancient Islamic architects created perfect quasicrystals' written by James Dacey, in *Physics World*, Publication of the Institute of Physics (Jan, 2012)

2012:   **Al Ajlouni, R.** article about her work, 'Medieval Islamic quasi-periodic tilings' written by Tony Phillips *in Math in the Media*: A monthly survey of math news (Feb, 2012)

2012:   **Al Ajlouni, R.** news article, 'Architecture professor wins award for her discoveries, research' by Nicole Molter, *Daily Toreador* (April 5, 2012)

2012:   **Al Ajlouni, R.** news article 'Texas Tech Architecture Professor Makes Multidisciplinary Breakthrough', by Melanie Hess, *Texas Tech Today* (June 2012)

Academic Teaching Experience

Associate Professor:

School of Architecture, College of Architecture and Planning. The University of Utah.
July 2015-Present.

Associate Professor:

College of Architecture, Texas Tech University.
August 2014-May 2015

Assistant Professor

College of Architecture, Texas Tech University.
August 2007-July 2014.

Academic Teaching Experience

Required and Elective Courses taught in reverse chronological order:

School of Architecture, The University of Utah

Fall 2017	**ARCH 6057/ARCH 4057:** Advanced Integrated Digital Communications: Digital Design and Fabrication (CAD/CAM).
	ARCH 3050: Architectural Communication I

Spring 2017	**ARCH 6052:** Graduate Digital Media
	ARCH 3050: Architectural Communication I
Fall 2016	**ARCH 3050**: Architectural Communication I
	ARCH 2632: Advanced Design Workshop
Spring 2016	**ARCH 3052**: Architectural Communication II
	ARCH 6052: Graduate Digital Media
Fall 2015	**ARCH 2632**: Advanced Design Workshop
	ARCH 6005: Graduate design Studio

Research & Publications

Book Chapter:

1. Al Ajlouni, R. (2013), 'Octagon-based Quasi-crystalline Formations in Islamic Architecture' In Siegbert Schmid, Ray L. Withers, and Ron Lifshitz (eds), *APERIODIC Crystals*. Springer: Amsterdam. pp. (49-58).

Peer-Reviewed Publications

1. Ajlouni, R. (2018), "A Surface Stacking-Based Method for Generating Icosahedral Quasicrystalline Symmetry". In Aperiodic Crystals 2018. Iowa State University, Ames, Iowa. July 8-13, 2018.

2. Ajlouni, R. (2018), "Sound Reflection Behavior of Quasi-Periodic Surface Profiles". Journal of TECHNOLOGY | ARCHITECTURE + DESIGN (TAD) (Second submission with minor changes is currently under review).

3. Ajlouni, R. (2018), "Digital Conformity". In *Proceedings* of *ACSA 2018,* 106th ACSA Annual Meeting. The Ethical Imperative. March 15-17, 2018. Denver, Colorado. New York: Association of Collegiate Schools of Architecture (in Press).

4. Ajlouni, R. (2017), "Simulation of Sound Diffusion Patterns of Fractal-Based Surface Profiles", in Takehiko Nagakura, Skylar Tibbits, Mariana Ibañez and Caitlin Mueller (eds). ACADIA 2017. Proceedings Catalog of the 37th Annual Conference of the Association for Computer Aided Design in Architecture. Massachusetts Institute of Technology, Cambridge MA. pp 52-61

5. Ajlouni, R. (2017), "An ancient rule for constructing dodecagonal quasi-periodic formations". Journal of Physics: Conference Series Volume 809 (1):http://iopscience.iop.org/article/10.1088/1742-6596/809/1/012028/pdf.

6. Ajlouni, R. (2016), "A Contemplative Pause on the Integration of Digital Computational Thinking into Architectural Education", in Manuel Couceiro da Costa, Filipa Roseta, Joana Pestana Lages and Susana Couceiro da Costa (eds). *Architectural Research Addressing Societal Challenges*. Leiden, the Netherlands: CRC Press.

7. Ajlouni, R. (2016) Book Review, "Islamic Geometric Design" by Eric Broug. The International Journal of Islamic Architecture. Volume6 Number 1.

8. Al Ajlouni, R. (2013), "The Global Long-Range Order of Quasi-Periodic Patterns in Islamic Architecture". *Acta Crystallographica A: Foundations of Crystallography*. March 2012 issue. Section A. Vol. 68, Part II. The paper was featured on the cover of all issues of the journal in 2012.

9. Al Ajlouni, R. (2012), "The Forbidden Symmetries", in Mark Cabrinha, Jason Kelly and Kyle Steinfeld (eds), *Synthetic Digital Ecologies*. Proceedings of the 32nd Annual Conference of the Association for Computer Aided Design in Architecture. Acadia Annual International Conference, San Francisco, California, October 18-21 2012, 391-400.

10. Al Ajlouni, R. (2012), "Sustaining the Curious Mind: Integrating Research into Beginning Design Education"*, in End of/in the Beginning: Realizing the Sustainable Imagination,* proceedings of The National Conference on the Beginning Design Student

(NCBDS)**,** Penn State University, March 29 2012.

11. Ajlouni, R. and Justa, P. (2011), "Reconstruction of Eroded and Visually Complicated Archaeological Geometric Patterns: Minaret Choli, Iraq". *The Journal of Geoinformatics CTU FCE*. Volume 6 pp: 18-24.

12. Al Ajlouni, Rima (2011). "A Long-Range Hierarchical Clustering Model for Constructing Perfect Quasi-Crystalline Formations". *Philosophical Magazine* 91, 2728-2738

13. Al Ajlouni, Rima (2011). Biomimcry Studio: Nature-Inspired Sustainable Design Thinking. In L. Bahe, P. Hind & B. Kelly (eds), *Beginning of/In the End*; *Proceedings of The National Conference on beginning Design Student. NCBDS27*, University of Nebraska-Lincoln. 117-122.

Conference Presentations

1. Ajlouni, R. "A Surface Stacking-Based Method for Generating Icosahedral Quasicrystalline Symmetry". In Aperiodic Crystals 2018. Iowa State University, Ames, Iowa. July 8-13, 2018.

2. Ajlouni, R. "Digital Conformity". ACSA 2018, 106th ACSA Annual Meeting. The Ethical Imperative. March 15-17, 2018. Denver, Colorado.

3. Ajlouni, R. "A Computational Approach for Predicting Sound Diffusion Patterns of Fractal-Based Surface Profiles". In ACADIA 2017, Disciplines & Disruption. Massachusetts Institute of Technology, Cambridge MA. 2-4 November 2017.

4. Ajlouni, R. "A generalized structural model for generating quasi-periodic formations". (**Invited speaker**) In "*Crystallographic patterns in art and cultural heritage*". The Congress and General Assembly of the International Union of Crystallography (IUCR) 2017 to be held in Hyderabad, India, August 21-28, 2017.

5. Ajlouni, R. "A hierarchical framework model for constructing heptagonal quasi-periodic tiling". In "*Recent advances in quasicrystal research*". the Congress and General Assembly of the International Union of Crystallography (IUCR) 2017 to be held in Hyderabad, India, August 21-28, 2017.

6. Ajlouni, R. "An Ancient Rule for Constructing Dodecagonal Quasi-periodic Formations", In the 13th International Conference on Quasicrystals (ICQ13), 18-23 September 2016, Kathmandu, Nepal.

7. Ajlouni, R. "Fractals and Self-similarity in Ancient Islamic Architecture", In Nexus 2016: Relationships between Architecture and Mathematics, June 06 –09 2016: San Sebastian, Spain.

8. Ajlouni, R. "A Contemplative Pause on the Integration of Computational Thinking Models Into Architectural Education". In the ARCC/EAAE 2016 conference. Research on Architectural Education. June 15- 18 2016: Lisbon –Portugal.

9. Al Ajlouni, R. "Quasi-Crystalline Geometry" (**keynote speaker**). The ARCC 2013 Architectural Research Conference at UNCC**,** March 27-30, 2013.

10. Al Ajlouni, R. "The Forbidden Symmetries", in Synthetic Digital Ecologies. *Acadia Annual International Conference*, San Francisco, California, October 18-21, 2012.

11. Al Ajlouni, R**.** 'Octagon-based Quasi-crystalline Formations in Islamic Architecture' In *APERIODIC 2012* - The 7th International Conference on Aperiodic Crystals, *International Union of Crystallography*, Cairns, Australia, September 2-7, 2012.

12. Al Ajlouni, "Aperiodic Geometry: A New Class of Symmetry in Ancient Architecture". 2012 *Annual Historic Preservation Symposium*, Texas Tech University, Oct. 25-27 2012**.**

13. Al Ajlouni, R. "Sustaining the Curious Mind: Integrating Research into Beginning Design Education". The National Conference on the Beginning Design Student (NCBDS) 2012, the *End of/in the Beginning: Realizing the Sustainable Imagination***.** Penn State University, March 29, 2012.

14. Al Ajlouni, Rima (2011). "The Newly Established Historic Preservation Program in Iraq: Building Academic and Professional Heritage Preservation Capacity in Iraq". *Historic Preservation Symposium*, Texas Tech University, Sept- 2011**.**

15. Al Ajlouni, Rima and Justa, Petr. (2011). "Reconstruction of Eroded and Visually Complicated Archaeological Geometric Patterns: Minaret Choli, Iraq". *The XXIIIth International CIPA Conference*, Prague, Czech Republic, September 12 – 16, 2011.

16. Al Ajlouni, Rima "Computer Programming as a Tool for Research". *A CoA Symposium: Tools and Methods' in Architectural Scholarship and Research: Texas Tech University*. Feb 2011.

17. Al Ajlouni, Rima. "Biomimcry Studio: Nature-Inspired Sustainable Design Thinking". Conference: *The National Conference on beginning Design Student. NCBDS27: Beginning of/In the End.* University of Nebraska-Lincoln. April 1, 2011

Public and Invited Lectures

1. Ajlouni, R. "Digital Crafts". University of Utah School of Architecture Faculty Lecture. SOA Lecture Series. University of Utah. School of Architecture. October 2, 2017.

2. Ajlouni, R. "Math is Beautiful: the Complex Systems of Quasi-periodic Symmetries". College of Computer and Information Science. Northeastern University, Boston, Massachusetts. March 13 2017.

3. Ajlouni, R. "Digital and Computational Design" School of Design and Construction, Washington State University, Pullman, April 01, 2015.

4. Al Ajlouni, R. "Quasi-Crystalline Geometry", invitation to *the Islamic Geometric Patterns Workshop*, the Istanbul Design Center, 23-29 Sept. 2013, Istanbul, Turkey.

5. Al Ajlouni, R. "The Discovery of Aperiodic geometry in Ancient Islamic Architecture" UNC School of the Arts, North Carolina, (6 invited lectures) (Feb, 2013).

6. AL Ajlouni, R. (2012) "*Quasi-periodic patterns in Ancient Architecture*". Material Seminar Colloquium. Department of Chemistry, Indiana University, Bloomington. September 18 2012.

7. Al Ajlouni, R. 'A New Discovery Reveals Signs of Advance Math in Ancient Islamic Architecture' in *Applied Mathematics Seminars*. Department of Mathematics and Statistics, Texas Tech University, May 02, 2012

8. AL Ajlouni, R. (2011) "*Revitalization of the Erbil Citadel: A World Heritage Site*". Advanced topics in preservation design, Elizabeth Louden. The College of Architecture, Texas Tech University, Oct. 12, 2011.

9. AL Ajlouni, Rima. July-29- 2011. "*The Historic Preservation Plan: Erbil Citadel, Iraq*", Graduate design studio, Jaddo, Lahib. The college of architecture, Texas Tech University.

10. Al Ajlouni, Rima. March 30, 2011. "*World Heritage in the Middle East: Preserving the Ancient History of Iraq*". The Museum of Texas Tech University, Heritage Management Program.

Projects/ Funded Research/ Grant Applications/ Fellowship Applications

- Ajlouni, R. and Tripeny. P. J. "From the Micro to the Macro: The Structural Behavior of Icosahedral Quasicrystalline Symmetry for Architectural Constructs". 2018. The COA+P Scholarship Incentive Program (SIP) Grant. The University of Utah. $10,000.

- Ajlouni, R. "The three-dimensional long-range order of quasi-crystalline formations" Faculty Research & Creative Grant Projects 2015. The University of Utah. $6,000

- Ajlouni, R. "*Integrating desktop CNC milling machines into the classroom*". 2015. Teaching Grant **$3,500**. The University of Utah.

- Al Ajlouni, R., "The Application of Quasi-crystalline Symmetries in Contemporary Architecture", FY14 Internal Competitive Funding Opportunity to Advance Scholarship in the Creative Arts, Humanities and Social Sciences. Texas Tech University. $9,000.

- Al Ajlouni, R., "Quasi-Crystalline Geometry: A New Class of Symmetry in Ancient Architecture", FY12 Internal Competitive Funding Opportunity to Advance Scholarship in the Creative Arts, Humanities and Social Sciences. Texas Tech University. $20,000.

Editor / Peer Reviewer/ Symposia

1. Ajlouni, R. *Peer Reviewer*, ARCC - EAAE 2018 International Conference. Philadelphia, Temple University May 16-19 2018.
2. *Ajlouni, R. Peer Reviewer. Journal of Mathematics and the ART. 2017.*
3. Ajlouni, R. and Louise "Ninette" De Las Penas (*co-chairs*) of the micro symposium MS-071 "Crystallography in Art and Cultural Heritage". In the Congress and General Assembly of the International Union of Crystallography (IUCR, 2017) to be held in Hyderabad, India, August 21-28, 2017.
4. Ajlouni, R. *Peer Reviewer*. The Congress and General Assembly of the International Union of Crystallography (IUCR, 2017) in Hyderabad, India, August 21-28, 2017.
5. Ajlouni, R. *Session Chair*. ARCC 2017. University of Utah. Salt Lake City June 14-17, 2017.
6. Ajlouni, R. *Peer Reviewer*, for the ARCC/EAAE 2016 International Conference: Architectural Research addressing Societal Challenges. Lisbon, Portugal Conference, June 15-18, 2016
7. Al Ajlouni, R. *Peer Reviewer*. Enquiry: A Journal for Architectural Research, (ISSN 2329-9339) published by the Board of the Architectural Research Centers Consortium. 2014-current.
8. Al Ajlouni, R. *Peer Reviewer*, for the ARCC/EAAE 2015 International Conference: the FUTURE of Architectural Research Chicago, Illinois · April 6-9, 2015.
9. Al Ajlouni, R *Peer Reviewer*, the *APT Bulletin (Association of Preservation Technology)*, Mount Ida Press. 2014-Current
10. Al Ajlouni, R *Paper Reviewer*, for the ARCC/EAAE 2014 International Conference: Beyond Architecture, New Intersections and Connections. The Architectural Research Centers Consortium and the European Association for Architectural Education February 12-15, 2014; Hawaii.
11. Al Ajlouni, R. *Peer Reviewer*, Designing the Dynamic, book publication**,** Spatial Information Architecture Laboratory (SIAL), RMIT University. Melbourne, Australia. Nov. 2012.

Exhibitions

- Feb 2018: Sustainable Design Solutions: Ceramic fabrication. Gittins Gallery. Art and Art History Building. University of Utah. Jan 25-Feb 9, 2018.
- Sept-02-2012. "*The Erbil, Iraq Exhibition*", First Friday Art Walk Exhibition, Urban Tech, Charles Adams Gallery, Texas Tech University
- October 2011. "*Cultural Heritage Exhibition*", the College of Architecture, Texas Tech University.

Service and Community Outreach

University of Utah:

- 2017-2019: University Research committee.
- 2015-2018: Curriculum committee. School of architecture.
- 2015-2018: Area Coordinator, Communications committee. Scholl of Architecture.
- 2015-2018: Admissions, Recruiting, and Diversity Committee (ARDC)
- Spring 2016: Multi-Disciplinary Design (MDD) Director Search Committee.
- 2016/2017: Fabrication Task Force: future digital fabrication needs for MDD and architecture.
- 2016-2018: The College of Architecture Shop Committee (Shopko).
- 2016/2017: The undergraduate degree in building science program study committee

Professional Development

Training & Workshops:

2016: Grant Writing Academy (GWA). The University of Utah**.** The Silver Baron Lodge at Deer Valley Resort. UT.
2016: Glassblowing Chemistry department. University of Utah.
2014: Two advanced Ceramic classes. The Art Department. Texas Tech University.
2013: Glass Casting**.** The Glass Studios at Corning Museum of glass in New York.

Cord Bowen

EDUCATION

2010   University of Houston | Bauer College of Business
                 Master of Business Administration | Graduated with Honors
                 Research/Focus: Entrepreneurial Finance, Leadership

1999   Parsons School of Design | The New School | New York
                 Master of Architecture | Graduated with Honors
                 Research/Focus: Architecture, Industrial Design

1998   University of Houston | Hines College of Architecture and Design
                 Bachelor of Architecture | Graduated with Honors - Cum Laude

ACADEMIC APPOINTMENTS

ADMINISTRATIVE
2016-Present   Director, Multi-disciplinary Design Program
                 University of Utah | College of Architecture and Planning

2010-2014   Undergraduate Coordinator Foundation Design Studios
                 Architecture | Industrial Design | Interior Architecture
                 University of Houston | Hines College of Architecture and Design

TEACHING
2016-Present   Associate Professor (Clinical)
                 University of Utah | College of Architecture and Planning

2000-2015   Adjunct Assistant Professor | Architecture
                 (Full-time, Named Position, Full Voting Rights)
                 University of Houston | Hines College of Architecture and Design

2003-2015   Adjunct Assistant Professor | Industrial Design
                 University of Houston | Hines College of Architecture and Design

2012-2015   Adjunct Assistant Professor | Business
                 University of Houston | Bauer College of Business | MBA Program

ORGANIZATIONS

2012-2015   DMI - Design Management Institute

2012-2015   IDSA - Industrial Designers Society of America

AWARDS

2015   Faculty Excellence Award
        University of Houston - Hines College of Architecture and Design
        Source: Students, Dean, Associate Dean, Assistant Dean

2012   Honor Award, American Institute of Architects > Houston, On The Boards, Botanica
        (Project Collaborator and Designer)

SCHOLARSHIP AND CREATIVE WORK

RESEARCH GRANTS

2011 - 2012   "Botanica Bioregenerative Air Purifier" - UH Green Building Components Initiative
               $35,985 Awarded for Research and Prototype
               Funding: Meadows Foundation and University of Houston Green Building Components

FUNDED STUDIOS

2012 $4,500 · UH Recycle Studio - University of Houston
        Sophomore Industrial Design Studio
        Funding: University of Houston

FUNDED PROJECTS

2012 $125,000 · University of Houston Dean's Suite Reception Desk
        Funding: $25,000 University of Houston
        Fundraising: $72,000 Brochsteins Manufacturing

PUBLICATIONS, CONTRIBUTIONS, ARTICLES

CITATIONS

2014   Collective Works Volume Three, University of Houston College of Architecture and Design
        Cited Work: Student work, Foundation Design, Electives, and Studios

2014   The International Journal of Interior Architecture and Spatial Design:
      Volume 3: Applied Geometries | ISBN: 978-0988764330
      Editors: Meg Jackson, Jonathan Anderson
      Cited Work: Student work, Foundation Design

2014   The International Journal of Interior Architecture and Spatial Design:
      Volume 2: Corporeal Complexities | ISBN: 978-0988764323
      Editors: Meg Jackson, Jonathan Anderson
      Cited Work: Student work, Foundation Design

2013   The International Journal of Interior Architecture and Spatial Design:
      Volume 1: Autonomous Identities | ISBN: 978-0-9887643-0-9
      Editors: Meg Jackson, Jonathan Anderson
      Cited Work: Student work, Foundation Design

2012   "Inspiration: Contemporary Design Methods in Architecture"
      Mark Muckenheim, Julien Demel (Co - Authors)
      Cited Work: Foundation Curriculum referenced as example for chapter on typeface deconstruction.

PRESS (ACADEMIC)

2015   "Small Stuff" Texas Architect,
      Ben Koush, Link

2014   "Well Crafted Objects" Texas Architect Magazine
      Charlotte Friedley > Link

2013   "Architecture of the Object" | Paper City
      Steven Hempel

2012   "Made in Houston: UH design students create and sell hand-crafted products just in time for the
      holidays" | Culturemap Tyler Rudick > Link

2012   "Cord Bowen's Students Showing Off Designer Genes" | Houston Chronicle
      Mike Emery > Link

PEER-REVIEWED PROCEEDINGS

2014   Bowen, C., Jackson, M. "Object Analysis: Process and Performance Diagramming," Proceedings,
      National Conference on the Beginning Design Student, NCBDS 29 Temple University

JURIED PRESENTATIONS / PANELS / EXHIBITIONS:

2014   Bowen, C. "What they heard," Presentation, National Conference on the Beginning Design Student, NCBDS 29 Temple University

2013   Bowen, C., Jackson, M. "Object Analysis: Process and Performance Diagramming," Presentation, National Conference on the Beginning Design Student, NCBDS 29 Temple University

TEACHING

OVERVIEW

Over the past 15 years I've taught more than 70 studios and 30 electives within four different fields of study: Architecture (graduate and undergraduate), Industrial Design (undergraduate), Interior Architecture (undergraduate), and Business (graduate MBA).

SERVICE

COMMITTEES

7 TERMS   Faculty Search Committee - Industrial Design Candidates and Director Positions.

3 TERMS   Steering Committee - (6 years) College-level planning committee.

4 TERMS   Programs Committee - (8 years) Lecture Series planning.

1 TERM   Special Task Dean's Committee - (1 year) College-wide curriculum/schedule development.

2 TERMS   NAAB Preparation Committee - (10 years) Preparation of all work to be reviewed by NAAB.

1 TERM   Founding Committee for Industrial Design Program - (1 Year) Prepared mission/goals and initial curriculum layout for new Industrial Design program.

1 TERM   Founding Committee for Interior Architecture Program - (1 Year) Prepared mission/goals and initial curriculum layout for new Interior Architecture program.

1 TERM   Branding and Web Development Committee - (1 Year) Worked to define voice and image of college.

5 TERMS   Graduate Committee (Architecture) - (5 Years) Worked to develop and shape Graduate Programs.

4 TERMS	Undergraduate Committee (Architecture, Industrial Design, Interior Architecture) - (4 Years)
	Worked to develop and shape Undergraduate programs.

CONFERENCES HOSTED

2015	NCBDS 31 - National Beginning Design Conference "Engaging Media"
	University of Houston - Hines College of Architecture and Design
	Initial Co-Chair (Stepped down to administrate other portions of conference) - Developed Branding
	Material, designed and built website for conference, participated in initial planning efforts.
	Accepted Presentation: "What They Heard"

INVITED SPEAKER/JUROR/MODERATOR

2015	American Institute of Architects, Houston, Home Tour Committee - Juror. Selected entries for
	Houston Architectural Home Tour.

2012	MGMC (Michael G. Myers Committee) - Guest Advisor for outreach program to help local high
	schools develop curriculum to better prepare students for college-level design courses.

OUTSIDE REVIEWS AND VISITS

2014	Rice University - School of Architecture, Guest Critic, Foundation Studios

2013	Rice University - School of Architecture, Guest Critic, Foundation Studios

2012	Rice University - School of Architecture, Guest Critic, Foundation Studios

PROFESSIONAL

LOCAL DESIGN OFFICE

2005 - PRESENT	Consulting and Founding Partner
	Local Design Office is a multi-disciplinary firm with two main branches. Partners Danny Rigg and
	Sophia Malik manage all architectural projects. Cord Bowen manages all consulting work related to
	business strategy and creative professionals, including Research and New product development,
	Business navigation and financial strategies, Branding and marketing management, Project manage-
	ment implementation, Workflow research and implementation. Design Services include: Industrial
	Design, Architecture, High End Residential, Commercial - Retail/Restaurant, Graphic/Visual Strategy

ERIN CARRAHER AIA | NCARB | LEED AP

CARRAHER@ARCH.UTAH.EDU // 410 562 5311

EDUCATION

Master of Architecture (M.Arch II), Yale University, 2004

Bachelor of Architecture (B.Arch), Virginia Tech, 2002
Summa Cum Laude
Commonwealth Scholar (Honors Diploma)
Europe Travel Program, Fall 2000

EXPERIENCE SUMMARY

Executive Director, Laurentia Blue (501c3), September 2017 – present
Laurentia Blue is the non-profit research arm of The Laurentia Project, with Jennifer Preston, Tristan Roberts, and James Wilson.

Collaboration Specialist, The Laurentia Project, March 2017 – present
The Laurentia Project is a multi–disciplinary cooperative of architects, educators, cognitive scientists, building technologists, sustainability experts, and educators interested in convening creative minds over critical topics toward actionable progress. Within Laurentia's horizontal hierarchy, each of the primary agents brings their unique skill set to the design, execution, and generative reflection work required for each gathering. My role as Collaboration Specialist allows me to adapt best practices in innovative, integrated project delivery (IPD) from my research in order to build trust and mutual appreciation among participants over the course of an event.

Assistant Professor of Architecture, School of Architecture, University of Utah, August 2011 – present

Senior Researcher, Integrated Technology in Architecture Center, University of Utah, August 2011 – present

HONORS AND AWARDS

Public Service Professorship, University of Utah, 2018-19

Early Career Teaching Award, University of Utah, 2017

Finalist for the **International A+ Awards – Private House XS**, Architizer, 2016 (with Jörg Rügemer) *for Girl Scouts of Utah Summer*

New Faculty Teaching Award, Association of Collegiate Schools of Architecture, 2016

Young Architect Award, American Institute of Architects, 2016

Celebrate U: A Showcase of Extraordinary Faculty Achievements - Creative Works Award, University of Utah, 2016 (with Jörg Rügemer)

Emerging Faculty Award, Building Technology Educators' Society, 2015

Regional Excellence in Wood Design Award, WoodWorks, 2015 (with Jörg Rügemer)

Young Architect Award, American Institute of Architects Utah Chapter, 2014

Design Honor Award (highest level of achievement in design) American Institute of Architects Utah Chapter, 2014 (with Jörg Rügemer)

Collaborative Practice Award, Association of Collegiate Schools of Architecture, 2014 (with Jörg Rügemer)

Diversity Achievement Award, Association of Collegiate Schools of Architecture, 2014 (with Jörg Rügemer)

State Juror Award (top prize), Design Arts Utah, 2014 (with Jörg Rügemer)

Honorable Mention, Utah Public Interest Design Award, 2014 (with Jörg Rügemer)

Professor of the Year Award, College of Architecture + Planning, University of Utah, 2013

RESEARCH GRANTS AND FUNDED PROJECTS

"Building Better Together," Bennion Center Public Service Professor Award, $7,500, Spring 2018.

"Project: Open Equitable Housing and Livability Study," Giv Communities funded project, $100,000, with the Institute for Equitable Housing and Livability, December 2017.

"Project: Open Equitable Housing and Livability Study," Goldman Sachs Community Development Grant, $50,000, with Giv Communities, Dec 2017.

"Developing Evidence-based Tools and Resources for Material Evaluation and Selection," College of Architecture + Planning Scholarship Incentive Program Grant, $10,000, with Luke Leither, Spring 2017.

"Developing the Skills of Community Engagement – Taking a Step Back," College of Architecture + Planning Community Engaged Learning Grant, $3,000, with José Galarza, Fall 2016.

"Re-Inhabitations," Sub–Contract awarded through an invited RFP process by Epicenter for the National Endowment for the Arts Our Town Grant: "Rural and Proud Initiative," $16,565, Fall 2016 – Fall 2017.

Westside Youth Architecture Curriculum, Professors off Campus Grant awarded by the Tanner Humanities Center through a competitive university process to support faculty in community engaged work off campus, $7,500, Fall 2016.

Phase 2 Curator Services contract awarded by Salt Lake City Corporation as part of an National Endowment of the Arts Our Town Grant, "Our SLC: Claim It!," Arts Education and Community Art Projects to curate Phase 2, $20,500, with Dwight Yee, Fall 2015 – Spring 2017

"Design-Model-Build," funded project by the Marriott Library Fine Arts and Architecture Library to support eight multi–disciplinary student research assistants, $12,000, with Luke Leither, Fall 2014 – Fall 2015.

"Design-Model-Build," University of Utah Group Teaching Grant to provide means for student design prototypes for the Marriott Library Fine Arts and Architecture Library Sculpture Garden Project, $7,000, with Luke Leither, Fall 2014.

"Solid Timber Optimization," Funded Research Study by the USDA Forest Service, Forest Products Laboratory to optimize the Interlocking Cross–Laminated Timber system and develop other solid timber solutions using beetle killed pine for digital interoperability and dimensional stability $90,000, PI: R.Smith, Co–PI: Erin Carraher, 2013 – 14.

Project: ARCHITECTURE, a funded research and creative project service grant from the Girl Scouts of Utah (GSU) to design and oversee construction of three cabins for the GSU's Trefoil Ranch Camp in Provo Canyon, $150,000, Co–PIs: Erin Carraher and Jörg Rügemer, Fall 2012 – Summer 2014.

Donation from Oldcastle B.E. solicited to support funded research and creative project service grant project, **Girl Scouts of Utah Summer Cabins**, $24,000, 2013.

Leadership in Collaborative Architectural Practice (LCAP), funded research to develop a continuing education resource for AIA National membership on the leadership and collaboration skills, $80,000, PI: Ryan Smith, Co–PI Erin Carraher, Summer 2012 – Winter 2014.

PUBLICATIONS *BOOKS AND BOOK CHAPTERS*

Conflux: Non–Standard Forms of Creative Collaboration, Working title for a sole–authored revised proposal for an existing book contract with Routledge, revised signed contract anticipated late 2017 with final manuscript due in late 2019.

"The Spatial Agency of Digital Praxis," chapter in Gregory Marinic, ed., ***The Interior Architecture Theory Reader,*** Routledge, January 23, 2018.

Erin Carraher and Ryan E. Smith with Peter de Lisle, **Leading Collaborative Architectural Practice,** *Hoboken:* John Wiley & Sons, Inc., March 20, 2017.

PUBLICATIONS *REFEREED ARTICLES AND PAPERS*

Carraher, E., Smith, R.E., Tripeny, P., Young, R.A., "Building Technology within a New Architecture Curriculum," in **Poetics and Pragmatism: Building Technology Educators' Society 2017 National Meeting Proceedings**, Des Moines, Iowa, 2017.

Rügemer, J., Carraher, E., "Project:ARCHITECURE," **The International Journal on Sustainability Education**, Common Ground Publishing, Champaign, Illinois, USA. Volume 12, Issue 1, pp.11–22, March 2016.

Carraher, E., et al. "Beyond the Studio: Alternative Models of Student/Teacher Engagement," in **National Conference on the Beginning Design Student 32 Conference Proceedings**, San Luis Obispo, California, 2016.

Rügemer, J., Carraher, E. "The Girl Scouts of Utah Interlocking Cross–Laminated Timber Summer Cabins," in: **Proceedings of the 31st International PLEA Conference**, Bologna, Italy 2015.

Jacob A. Gines, Erin Carraher, and Jose Galarza, editors, **Intersections and Adjacencies: Leadership in Building Technology Education, Proceedings of the 2015 Building Technology Educators' Society Conference**, June 24–27, Salt Lake City, UT, BTES, 2015.

Carraher, E., Rügemer, J., "Collaborative solid wood construction case study," **Proceedings of the Building Technology Educators' Society (BTES) International Conference**, Salt Lake City, Utah, 2015.

Carraher, E., Rügemer, J., "Collaborative solid wood construction case study," **Proceedings of the Architecture Research Centers Coalition (ARCC) National Conference**, Chicago, Illinois, 2015.

Carraher, E., "Integrating Technologies in Beginning Design Studio," **Proceedings of the National Conference on the Beginning Design Student (NCBDS)**, Houston, Texas, 2015.

Carraher, E. "Experiential Analysis in Beginning Design Travel Studios," **Proceedings of the National Conference on the Beginning Design Student (NCBDS)**, IIT, 2014.

Carraher, E. "Toward an Integrated Fabrication Pedagogy," **Proceedings of the Building Technology Educators' Society International Conference**. Bristol, RI, 2013.

Carraher, E. and E. Tsoutsounakis, "Making Manifest: The Importance of the Actual in the Digital Design Process," **Proceedings of the National Conference on the Beginning Design Student (NCBDS)**. Temple University, 2013.

Carraher, E. "Making Manifest: The Importance of the Actual in the Digital Design Process" (virtual presentation) **8th International Technology, Education and Development Conference Proceedings**, Valencia, Spain, 2013.

DESIGN PROJECTS AND CREATIVE WORK

Girl Scouts of Utah Summer Cabins, Provo Canyon, UT, architect, with Jörg Rügemer, August 2012 – June 2014.
(3) 600 SF solid wood cabins built using an Interlocking Cross–Laminated Timber solid–wood panel system incorporating beetle–killed pine wood

ACADEMIC PRESENTATIONS

"Technology Matters," session organizer for the **BTES Special Focus Session, 106th ACSA Annual Meeting**, Denver, Colorado, March, 2018.

"Begin with Why: Values and Ethics in Beginning Design," session organizer, **NCBDS Special Focus Session, ACSA Annual Meeting**, Denver, March, 2018.

Carraher, E., and Savage–Yamazaki, B., "Landscape as Laboratory," paper presentation at the **ACSA Fall Conference**, Marfa, Texas, October, 2017.

"Integration, Consolidation, or Inertia? The Role of Building Technology Courses in Changing Curricula," Invited workshop panelist at the **Building Technology Educators' Society Biennial Conference**, Des Moines, Iowa, June, 2017.

"Visions of the Future," invited panelist with Wendy Wisher, Diane Pataki, and Paisley Rekdal at the **Utah Symposium in Science and Literature, The Provisional City: Observing, Imagining, and reMaking Home**, Salt Lake City, Utah, April, 2017.

"Community Engagement in Beginning Design Education," invited presenter at the **NCBDS Special Focus Session, 105th ACSA Annual Meeting**, Detroit, Michigan, March, 2017.

"Defining Integrated Learning," invited panelist with Adam Johnston, Weber State University; Matt Saunders, Utah State University; Matt Morin, Dixie State University; and Panel moderator, Eric Amsel, Weber State University, **19th Annual What is an Educated Person? Conference**, Midway, Utah, October, 2016.

"New Faculty Teaching Award Session," invited presenter, **Association of Collegiate Schools of Architecture Annual Meeting**, Seattle, WA, Mar 2016.

Leither, L., Carraher, E., Hatch, G., "Design–Model–Build: Interdisciplinary Partnership with Real–World Impact," paper presentation at the **American Association of School Librarians Annual Conference**, Seattle, Washington, March, 2016.

Carraher, E., et al. "Beyond the Studio: Alternative Models of Student/Teacher Engagement," paper presentation at the **32nd Annual National Conference on the Beginning Design Student**, San Luis Obispo, California, February, 2016.

"Emerging Faculty Award Session," invited presenter at the **Building Technology Educators' Society International Conference**, Salt Lake City, June, 2015.

Carraher, E., Smith, R., "Collaborative Leadership: A Field Theory for Architectural Practice," presentation in the **Works in Progress Session, Architecture Research Centers Coalition (ARCC) National Conference**, Chicago, Illinois, April, 2015.

"Architecture and Building Technology in a Post–Critical Age," invited panelist in the **Building Technology Educators' Society (BTES) Session**, **Association of Collegiate Schools of Architecture (ACSA) 103rd Annual Meeting**, Toronto, Canada, March, 2015.

"Experiential Analysis in Beginning Design Travel Studios," invited presenter in the **NCBDS Special Focus Session** as one of the top papers from the 2014 NCBDS Conference, **Association of Collegiate Schools of Architecture (ACSA) Annual Meeting**, Toronto, Ontario, March, 2015.

Rügemer, J., Carraher, E., "The Girl Scouts of Utah's Interlocking Cross Laminated Summer Cabins," paper presentation at the **4th All Ireland Architecture Research Group (AIARG) Conference**, Dublin, Ireland, January, 2015.

Rügemer, J., Carraher, E., "Project: Architecture," paper presentation the **11th Conference On Sustainability**, Copenhagen, Denmark, January, 2015.

Carraher, E. and Smith, R., "Building with Interlocking Cross Laminated Timber," presentation at the **Sustainable Structures Symposium**, Portland, Oregon, April, 2014.

Carraher, E. "Experiential Analysis in Beginning Design Travel Studios," paper presentation at the **National Conference on the Beginning Design Student**, Chicago, Illinois, February, 2014.

Carraher, E. "Toward an Integrated Fabrication Pedagogy," paper presentation at the **Building Technology Educators' Society International Conference**, Bristol, Rhode Island, July, 2013.

Carraher, E., Tsoutsounakis, E., "Making Manifest: The Importance of the Actual in the Digital Design Process," paper presentation at the **National Conference on the Beginning Design Student**, Philadelphia, Pennsylvania, April, 2013.

Carraher, E., "Toward an Integrated Fabrication Pedagogy," paper presentation in the **Building Technology Educators' Society Special Focus Session** at the **Association of Collegiate Schools of Architecture (ACSA) 101st Annual Meeting**, San Francisco, California, March, 2013.

PROFESSIONAL DEVELOPMENT

AIA Women's Leadership Summit, "Creating Tailwinds," Attendee, Washington, DC, September 14–17, 2017.

Aspen Institute Executive Leadership - Wye Faculty Seminar, "Citizenship in the American and Global Polity," Aspen Wye River Conference Center, Queenstown, Maryland, July 16–21, 2017.

Epicenter Summer Summit, "You—Citizen," Attendee, Green River, Utah, October 7–10, 2016.

AIA Big Sibs Summit, "Leadership Development for Architects," Invited Attendee, AIA Dallas Center for Architecture, October 20, 2016.

Integrated Faculty Learning Community, Center for Teaching and Learning Excellence, University of Utah, 2015 – present.

PROFESSIONAL SERVICE

Building Technology Educators' Society (BTES)
- President, 2018
- President-elect, 2017
- Conference co-chair, 2015
- Board Member, 2014 - 2015
- Member, 2013– present

National Conference on the Beginning Design Student (NCBDS)
- Past Chair (unofficial leadership group of informal organization), 2017 - present
- Conference co-chair, 2017

National Council of Architectural Registration Boards (NCARB)
- NCARB FY18 ARE 5.0 Forms Assembly Subcommittee: Project Planning & Design Group, 2017 – 2018, Coordinator
- NCARB FY17 ARE 5.0 Item Development Subcommittee: Project Planning & Design Group, 2016 – 2017, Committee Member
- NCARB FY16 ARE 5.0 Forms Assembly Task Force: Project Planning & Design Group, 2015 – 2016, Committee Member
- NCARB FY15 ARE 5.0 Mapping Task Force: Project Planning & Design Group, 2014 – 2015, Committee Member
- NCARB FY14 ARE 5.0 Test Specification Task Force, 2013 – 2014, Committee Member
- NCARB FY13 PreTest Committee, 2012 – 2013, Committee Member
- IDP Advisor, 2012 – present

National Architectural Accrediting Board (NAAB) Visiting Team Member, NCARB Representative, appointed July 2013 – June 2018
- Tuskegee University, 2017
- University of Minnesota, 2015
- University of Southern California, 2014

University Neighborhood Partners, Advisory Board Member, University of Utah, Salt Lake City, Utah, 2017 – present.

Consortium for Dark Skies Studies, Advisory Board Member, University of Utah, Salt Lake City, Utah, 2017 – present.

Property Committee, Girl Scouts of Utah, Member, June 2017 – present

AIA Utah Design Awards, Jury Chair, 2015

Women in Architecture (WIA), Spice Kitchen Booth Design Competition, Jury Member, March 2015

AIA Utah Young Architects Forum, Chair, January 2014 – December 2015

AIA Utah Central Section Design Awards, Jury Member, 2013

Design Technology Business Advisory Board for the Granite, Davis, Jordan, Salt Lake, Canyons, and Tooele (UT) School Districts, Board Member, 2012–15

AIA Utah Technology in Architectural Practice Committee, Member, 2012 – 14

AIA Utah Young Architects Forum Technology Committee, Co–Chair, 2012 – 14

2013 AIA Center for Integrated Practice Conference, *Forefront: Architects as Collaborative Leaders,* Conference Co–Chair with David Scheer, Salt Lake City, Utah, October 24–25, 2013

ACADEMIC SERVICE
Peer Reviewer
- *Technology | Architecture + Design,* Issue 3, "Open," paper reviewer, 2017.
- *Journal of Architectural Education* 71:2, "Environments," paper reviewer, 2017.
- **BTES Biennial Conference**, "Poetics and Pragmatism," 2017
- **ACSA Fall Conference**, "Crossings Between the Proximate and the Remote," 2017

- *The International Journal of Sustainability Education* Volume 10, Issue 3–4., Associate Editor, 2016.
- **NCBDS Annual Conference**, "1:1," 2016
- **ACSA Annual Conference,** "Shaping New Knowledges," 2016.
- *The International Journal of Sustainability Policy and Practice* Vol 12, Issue 4, Common Ground Publishing, Champaign, IL. Assoc. Editor, Dec 2016.
- *Architectural Science Review Special Issue: Architectural Computing*, Vol 58 No 3, Taylor & Francis, Milton Park, Abingdon, Oxon, UK, Guest Editor, 2015.
- **BTES Biennial Conference**, "Intersections + Adjacencies," 2015
- **NCBDS Annual Conference**, "Engaging Media," 2015
- **NCBDS Annual Conference**, "Materiality: Essence and Substance," 2014
- **AIA Center for Integrated Practice Annual Conference**, "Forefront: Architects as Collaborative Leaders," 2013
- **Routledge Publishing Book Proposal Review,** *Design Hybrids*, Spring 2013
- **Routledge Publishing Book Proposal Review,** *Iterations: Digital Exercises for the Beginning Design Student*, Fall 2013

University Committees
- **Anthropology External Review,** Undergraduate Council Representative, University of Utah, Salt Lake City, Utah, 2018
- **Undergraduate Council,** Committee Member, University of Utah, Salt Lake City, Utah, 2017 – 2020 appointment
- **Learning Portfolio Selection Task Force,** Committee Member, University of Utah, Salt Lake City, Utah, 2016 – 17
- **Marriott Library Fine Arts Design Committee,** Member, 2015 – 16
- **University General Education Curriculum Council (GECC),** 2014 – 2016
- **University General Education Curriculum Council Sub Committee on Criteria Review**, Member, 2014 – 15
- **University General Education Curriculum Council Sub Committee on Learning Outcome Review,** Member, Summer 2015
- **Bennion Center Public Service Professorship Award,** Review Committee Member, 2014 – 15
- **University Life Science/Applied Science Area Review Committee,** Member, 2012 – 2014 *(restructured to University General Education Curriculum Council)*
- **University Academic Appeals Committee,** Member, 2011 – 2015

College Committees
- **Transformative Excellence Program Search Committee:** "Resilient Places for an Aging Society," Member, 2017 – 2018
- **Interdisciplinary Task Force**, Member, 2014 – 15

Department Committees
- **Academic Culture and Outreach Committee**, 2017 – present
- **Admissions, Recruiting, and Diversity Committee**, 2017 – present
- **Curriculum Committee**, 2011 – 2016, 2017 – present
- **Policy + Grievance Committee**, Member, 2015 – 16
- **Communications Search Committee**, Chair, 2014 – 15
- **Chair Search Committee,** Member, 2014
- **Design Search Committee,** Member, 2013 – 14, 2012-13

COMMUNITY SERVICE

YouthCity After School Program, Volunteer, Sorenson Unity Center, Salt Lake City, Utah, Spring 2017

Open Classroom 8th Grade Internship Program, Mentor, Salt Lake City, Utah, Spring 2016

Discover Architecture High School Student Summer Program, Volunteer, University of Utah, 2014, 2015

TEACHING

Associate Professor of Architecture, School of Architecture, University of Utah, August 2011 – present
- **Major I (Junior Undergraduate) Coordinator**, Fall 2011 - present
- **Pre-Major Curriculum Coordinator**, Fall 2014 - Spring 2016, Fall 2017 - present
- **ChicagoLAB Program Manager**, University of Utah College of Architecture + Planning, Fall 2012 – Fall 2015
- **Digital Fabrication Lab Co-Director**, Spring 2012 - Fall 2015

Design Contexts Lab (DES 2630), Fall 2017, Spring 2018

Design Workshop (ARCH 2630), Summer 2012

Advanced Design Workshop (ARCH 2632), Summer 2012, Summer 2014, Spring 2016

Architectural Studio I (ARCH 3010), Fall 2011, Fall 2012, Fall 2013, Fall 2014, Fall 2015, Fall 2016, Fall 2017

Architectural Studio II (ARCH 3011), Spring 2012, Spring 2013, Spring 2014, Spring 2015, Spring 2016, Spring 2017, Spring 2018

Major I Communications (ARCH 3050), Fall 2013, Fall 2014, Fall 2015

Intro to Architectural Communications (ARCH 6055), Summer 2013, Summer 2014

Visual Communications (ARCH 6050), Fall 2011, Fall 2012

Digital Media (ARCH 6052), Summer 2012

Advanced Technology Seminar (ARCH 6370), Spring 2012, Spring 2013

Independent Study, Faculty Advisor:

Education ///////////////////////

MASTER OF ARCHITECTURE   *Southern California Institute of Architecture* **2010**
BACHELOR OF FINE ARTS - Graphic Design *Caine School of the Arts, Utah State University* **2005**
DESIGN ACADEMY~SWITZERLAND *Switzerland* **SUMMER 2004**

Academic ///////////////////////

ASSOCIATION OF COLLEGIATE SCHOOLS OF ARCHITECTURE **Member**   **2016-Current**

UNIVERSITY OF UTAH School of Architecture   **Adjunct Faculty**   **2016-Current**

2018 Spring   *ARCH 3011: Architecture Studio II*

2016 Fall   *ARCH 3010: Architecture Studio I*

WOODBURY UNIVERSITY School of Architecture   **Adjunct Faculty**   **2012–2015**

2015 Spring   *ARCH 492: Undergraduate Thesis | Degree Project Design Studio*

2015 Spring   *ARCH 2743: Portfolio Discourse*

2014 Fall   *ARCH 268: World Architecture II: 20th Century History+Theory Survey*

2014 Summer *ARCH 268: World Architecture II: 20th Century History+Theory Survey*

2014 Spring   *ARCH 330: Theory of Architecture*

2014 Spring   *ARCH 268, World Architecture II: 20th Century History+Theory Survey*

2013 Fall   *ARCH 330: Theory of Architecture*

2013 Fall   *ARCH 268: World Architecture II: 20th Century History+Theory Survey*

2013 Spring   *ARCH 268: World Architecture II: 20th Century History+Theory Survey*

2012 Fall   *ARCH 268: World Architecture II: 20th Century History+Theory Survey*

PASADENA CITY COLLEGE   **Adjunct Faculty** **2013 - 2015**

2015 Spring   *ARCH 1B: Architectural Design Studio*

2015 Spring   *ARCH 24B: Architectural History+Theory: Prehistory to 16th Century*

2014 Fall   *ARCH 24B: Architectural History+Theory: Prehistory to 16th Century*

2014 Spring   *ARCH 24B: Architectural History+Theory: Prehistory to 16th Century*

2013 Fall   *ARCH 24B: Architectural History+Theory: Prehistory to 16th Century*

SOUTHERN CALIFORNIA INSTITUTE OF ARCHITECTURE **T.A. to Todd Gannon 2009**

Fall 2009   *CS 2120: Introduction to Tectonics, 20th Century History+Theory*

Fall 2009   *CS Elective: Light Construction, Architectural History+Theory*

Professional ///////////////////////

OFFICE DFK / AKG, SLC, UT *Principle* **2015-Current**
Established for the development of collaborative work within the disciplines of architecture and design. Currently involved with the design and implemention of several single family residences in the Salt Lake area, and a seven unit housing complex in Portland, OR. Graphic projects currently include the development of an environmental graphics wayfinding system for the Department of Education buildings at Utah State University as well as the recent completion of the Year of the Arts campaign for the Caine College of the Arts at Utah State University.

JONES, PARTNERS: ARCHITECTURE, LA, CA *Designer* **2011-2013**
Working under Wes Jones as a designer; major responsibilities included management, development, and organization of the prepping and completion of the offices latest projects for representation and publication. This required the design and development of presentation

MATTHEW DAINES
CV

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Professional cont. /////////////////

drawings, digital modeling, rendering, diagrams, and all other material that pertained to the project. Other responsibilities included architectural design tasks as the office required.

MICHAEL FOLONIS ARCHITECTS / Gwynne Pugh Urban Studio LA, CA *Contract* **2010**
Integral part of a five man design team for the competition development of a 41-unit affordable housing project located in the city of West Hollywood. From conception to completion of schematic design phase; work included conceptual development, digital and physical modeling, architectural drawings and competition book layout.

TIGER CO. , LA, CA *Art Director* **2009-2011**
Responsibilities included design and art direction of branding, brand strategy, print, environmental design and interactive advertising for various clients.

MICHAEL MALTZAN ARCHITECTS, LA, CA *Contract* **2009**
Design and layout of 150 page project book developed for client.

WROAD ARCHITECTS, LA, CA *Internship* **2008**
Worked on various projects including a Korean Embassy competition, private residence remodel, and private residence wall installation. Work also entailed dealing with permitting issues in the City of Santa Monica, model building (3-D and physical), as well as competition board layout and design.

BIAMERIKAN INC, LA, CA *Co-founder* **2005-2007**
Design studio focusing on branding, print, editorial and interactive design. Projects included work for Hollywood Covered Magazine, Hyperlite, Hello Kitty, Delphos International, CWF Media, Stone Security, Chumash Magazine.

Guest Lectures / Reviews / Panelist / Events /////////////////

SOUTHERN ILLINOIS UNIVERSITY *Design Days Conference* **2017**
Collaborative form/content research was presented at the SIU Design Days Conference.

CRANBROOK ACADEMY OF ART *Research Presentation* **2017**
Collaborative form/content research was presented to the students and attending faculty at the Cranbrook Academy of Art

UNIVERSITY OF UTAH School of Architecture *Invited Review Panelist* **2016-Current**
Invited critic for design studio reviews.

UTAH STATE UNIVERSITY Caine College of the Arts *Invited Guest Lecturer* **2015**
Featured lecturer in the Allan Hashimoto Design Lecture Series.

UTAH STATE UNIVERSITY Caine College of the Arts *Workshop* **2015**
Lead a student workshop in conjunction with Alan Hashimoto Design Lecture Series

CAL POLY POMONA Department of Architecture *Invited Review Panelist* **2015**
Invited Critic for M.Arch Thesis reviews.

ART IN CONTEXT Bower Museum Lecture Series *Invited Guest Lecturer* **2014**
Presented lecture to Bower Museum community on the congruent modes of thought between art and architecture during the "between wars" period in Europe. The lecture focused specifically on the De Stijl, Constructivism and Purism movements.

PASADENA CITY COLLEGE *Invited Review Panelist* **2012-2015**
Invited Critic for Transfer Project reviews

WOODBURY UNIVERSITY School of Architecture *Invited Review Panelist* **2011-2015**
Invited Critic for Degree Project and Professional Practice reviews

WOODBURY UNIVERSITY School of Architecture *Guest Lecturer* **2011**
Lectured to undergraduate students on Post Modern developments within the "Late Avant Guard" in relation to the development of my Graduate Thesis at SCI-Arc in 2010.

Exhibitions, Publications, Awards //////////////////

PRAXIS: Journal of Writing and Building #14 *With J,P:A*
"True Stories" Jan. 2014

ARCH DAILY *Sessa House With J,P:A*
http://www.archdaily.com/370193/sessa-residence-j-p-a/
May 2013

HOME ADORE *Sessa House With J,P:A*
https://homeadore.com/2013/11/15/sessa-residence-jones-partners-architecture/
Nov 2013

LOGO LOUNGE MASTER LIBRARY VOL 3
Rockport Publishing, July 2011

GRADUATE THESIS EXHIBITION
SCI-Arc, Sept. 2010

LA BEYOND CARS EXHIBITION
railLA, July. 2010

PETER COOK VISITING STUDIO RECEPIENT *SCI-Arc*
Summer 2009

LOGO LOUNGE MASTER LIBRARY VOL 1
Rockport Publishing, Jan. 2010

LOGO LOUNGE 4
Rockport Publishing, Jan, 2010

Architecture + Design Projects //////////////////

OFFICE DFK *Position: Partner | Lead Designer: 2014 — Current*
- *Davis St. Housing - 7 unit multifamily residential complex - Portland, OR*
- *Davis St. Townhouse - 6 unit townhouse complex - Portland, OR*
- *Jibson House - Single family rennovation - Midway, UT*
- *Interlaken House - Single family residential new build - Midway, UT*
- *Concept/Form - Pedagogical research - Salt Lake City, UT*
- *Knickerbocker House - Single family residential new build + remodel - Holladay, UT*
- *Center Street Dev. - Mixed use, 12 unit residential | retail (schematic design) - Logan, UT*
- *Pitched - Single family residential - Midway, UT*
- *Kimbal Junction Transit Center - RFP Proposal for transit system kiosks and way-finding - Park City, UT*
- *Real Academy Housing - Residential + limited stay housing for Real Salt Lake Academy (schematic design) - Herriman, UT*
- *Smithfield House - Single family residential remodel - Smithfield, UT*
- *The Folly - Developed for group exhibition - Los Angeles, CA*

JONES, PARTNERS: ARCHITECTURE *Position: Designer: 2011— 2013*
- *Remember the Nelsons - Graphic short story as arch. proposal - Los Angeles, CA*
- *Nelson Houses - Concept homes developed for Remember the Nelsons - Anywhere*
- *Sessa Residence - Single family residential remodel - Los Angeles, CA*

Architecture + Design Projects *cont.* ///////////////////

- *Cheng Residence - Single family residential (development for publication) - Los Angeles, CA*

- *Block 900 - 216,000sf Residential, hotel + retail (schematic proposal) - San Francisco, CA*

- *Project Arrow - Restroom + shower facilities for Boyscout adventure base (development for publication) - West Virgina*

- *Office Conference Table - Conference table prototype - Los Angeles, CA*

- *Union City Housing - 187,000sf housing complex (schematic proposal) - Union City, CA*

- *Digbat 2.0 - Competition entry as rental to ownership concept for dingbat housing (development for publication) - Los Angeles, CA*

- *Douglas St. Condos - Multifamily residential project (development for publication) -*

  Los Angeles, CA

- *WPA 2.0 - Transit infrastructure research | proposal - Los Angeles, CA*

- *Rubix House - Single family residential plans for Hometta (development for publication) - Anywhere*

- *Busan Opera House - International competition entry - Busan, South Korea*

- *Florence Medical Clinic - Medical Clinic - Florence, OR*

- *Alameda - Monograph project for JPA which included developing for publication all post 2006 projects.*

MICHAEL FOLONIS ARCHITECTS / GWYNNE PUGH URBAN STUDIO *Position: Designer: 2010*

- *The Portal - Multifamily affordable housing, invited competition entry - West Hollywood, CA*

WROAD ARCHITECTS *Position: Intern 2008*

- *Korean Embassy - Invited competition - Seol, Korea*

- *La Mesa Dr. House - Home remodel - Santa Monica, CA*

Dr. Ole W. Fischer
curriculum vitae

I. Education

2008/10	Defense and promotion to **Dr. sc. ETH** in History and Theory of Architecture, Department of Architecture, Eidgenössische Technische Hochschule (ETH) Zurich, Switzerland; thesis: *Nietzsches Schatten. Theorie und Werk Henry van de Veldes im Spiegel der Philosophie Friedrich Nietzsches*
1998–2001	Diploma Studies in architecture at Eidgenössische Technische Hochschule (ETH) Zurich, Switzerland; **Dipl. Arch. ETH** (Master in Architecture) 10/2001
1995–1998	Studies in architecture at the Bauhaus University Weimar, Germany; Vordiplom (Bachelor) in architecture in 10/1997

II. Honors: Fellowships & Grants

2018/05–07	Research fellow in residence of the **Kolleg Friedrich Nietzsche**, **Weimar Classic Foundation**, Weimar, Germany
2013/07	Research and publication grant for the peer-reviewed journal *Dialectic*, **Graham Foundation** for Advanced Studies in the Fine Arts, Chicago, Il
2012/02	Travel grant of the **Gerda Henkel Foundation**, Düsseldorf, Germany
2011/10	Travel grant of the **German Academic Exchange Service** (DAAD), Bonn, Germany

III. Research

2018/01–05	**Visiting Research Professor** at the Institute for Art History, FU Berlin, and the Chair for Architectural Theory, TU Berlin, Germany (sabbatical)
2009/04–2010/12	Postdoc **research fellow** at the Advanced Studies Program of the Graduate School of Design (GSD), Harvard University, Cambridge, MA, USA, with two grants by the **Swiss National Funds for the Sciences** (SNF), Bern, Switzerland, and by **Gerda Henkel Foundation**, Düsseldorf, Germany

IV. Teaching

2017/07 –	**Associate Professor for the History & Theory of Architecture** (tenured) at the School of Architecture, University of Utah, Salt Lake City, UT, USA
2015/05–07	**Visiting Professor for Architecture Theory** at the Department of Architecture, Vienna Technical University, Vienna, Austria
2011/01–2017/06	**Assistant Professor for the History & Theory of Architecture** (tenure track) at the School of Architecture, University of Utah, Salt Lake City, UT
2010/02–06	**Visiting Assistant Professor** for History Theory Criticism of Architecture (sabbatical Prof. Arindam Dutta), School of Architecture and Planning, Massachusetts Institute of Technology (MIT), Cambridge, MA, USA
2009/09–12	**Visiting Adjunct Professor** for History and Theory of Architecture, Rhode Island School of Design (RISD), Providence, RI, USA
2008/07–12	**Interim Professor** for Theory of Architecture (sabbatical Prof. Moravánszky) at the institute of history and theory of architecture (gta) of the Eidgenössische Technische Hochschule (ETH) Zurich, Switzerland

Courses Taught:

ARCH 3210/6210	survey lecture course "**History of World Architecture I: From Prehistory to 15th Century CE**", Bachelor of Science Program, CA+P (2013; 2017)
ARCH 3211/6211	survey lecture course "**History of World Architecture II**: Baroque to Now…", Bachelor of Science in Architecture Program, CA+P (since 2011)
ARCH 4270	survey lecture course and writing lab "Intro to **Architectural Theory and Criticism**", Bachelor of Science in Architecture Program, CA+P (since 2012)
ARCH 4999	Advisor **Honors Thesis**: independent Research in History and Theory of Architecture, Bachelor of Science in Architecture Program (BSc) and Undergraduate Honors Program, University of Utah (since 2013)
ARCH 6237	advanced studies history seminar "**Case Studies of Modern Architecture**" with 3 semester-length sections: "Modernism 1907–1937"; "Postwar/Postmodern 1945–89" and "Contemporary: 1990–Now", Master of Architecture Program, CA+P (since 2011)
ARCH 6271	advanced studies "**Contemporary Theory of Architecture and Urbanism**" **seminar integrated** with graduate **Urban Design Studio**, immersive graduate experience of theory and urban design, Master of Architecture and Master of City Metropolitan Planning Program, CA+P (since 2016)
ARCH 6271	advanced studies "**Contemporary Architectural Theory**" **seminar**, Master of Architecture Program, CA+P (2011–2015)
ARCH 6815	"**Graduate Research Design Methods**", lecture and seminar integrated with graduate research methods studio course, Master of Architecture Program, CA+P (since 2018)

V. Practice

2009–2010	Rau Tröger Fischer Architects: co-operation as **curators** and **general commissioners** German Pavilion "Sehnsucht" at La Biennale di Venezia 2010 "People meet in Architecture", Venice, Italy
2002–	licensed architect in Zurich, office for architecture, urbanism and theory; member of **SIA** (Swiss Engineers and Architects Association) since 2006

VI. List of Publications:

Authored Books:

2012	Ole W. Fischer, *Nietzsches Schatten – Henry van de Velde: von Philosophie zu Form* (Berlin: Gebrueder Mann, 2012).

Edited Books:

2010	Cordula Rau, Eberhard Tröger, Ole W. Fischer (eds.), *Sehnsucht – The Book of Architectural Longings: German Contribution to the 12th international Architecture Exhibition* (Vienna: Springer, 2010) (bi-lingual edition German/English), Award for Austria's best-designed books 2010 by the Federal Ministry of Education, Art and Culture of Austria.
2008	Ákos Moravánszky, Ole W. Fischer (eds.), *Precisions – Architecture between Sciences and the Arts* (Berlin: Jovis, February 2008) (bi-lingual edition German/English)

Book Chapters:

2018   "**Der Archipel-Urbanismus** – Oswald Mathias Ungers, Rem Koolhaas und Strategien für die schrumpfende Stadt", in: Elmar Kossel, Brigitte Soelch (eds.), *Platz-Architekturen* (Berlin: Deutscher Kunstverlag, 2018), p. 283–95.

2017   "**The Veil of Truth?** – Henry van de Velde, Adolf Loos, Hermann Muthesius and the battle over ornament in modern architecture", in: Loretta Vandi (ed.), *Ornament and European Modernism: From Art Practice to Art History* (London: Routledge, 2017), p. 104–135.

2017   "**Gefangen in der Selbstreferentialität?** – Bemerkungen zur digitalen Nachahmung analoger Zeichnungsprozesse", in: Eva von Engelberg-Dockal, Markus Krajewski, Frederike Lausch (eds.), *Ähnlichkeit: Prozesse und Formen. Mimetische Praktiken in der neueren Architektur* (Heidelberg: arthistoricum.net, 2017), p. 40–50.

2016   "**Architecture in/out of the Boudoir?** – The Autonomy of Architecture and the Architecture of Autonomy", in: Teresa Stoppani (ed.), *This Thing called Theory* (London: Routledge, 2016), p. 33–44.

2016   "**Discontinued by Mobilization** – Henry van de Velde, the Theater in Cologne and Werkbund Reform", in: Marine Branland (ed.), *1914: Guerre et Avant-garde / 1914: War and the Avant-Gardes*, (Paris: Les Presses Universitaires de Paris Ouest, 2016), p. 39–49.

2016   "**Analoger Blob vs. Digitale Box?** – Preston Scott Cohen, Valerio Olgiati und das Scheitern in der Architektur", in: Ekkehard Drach (ed.), *Das Verschwinden der Architekten. Architektonische Praxis innerhalb prekärer Entwurfsverhältnisse* (Bielefeld: transcript, 2016), p. 157–174.

2015   "**Architecture Anyone?** – A non-profit and the Travelling Circus of Theory", in: Giovanna Borasi (ed.), *The Other Architect. Another Way of Building Architecture* (Montréal: Canadian Centre of Architecture, Spector Books, 2015), p. 408–410.

2015   "**»All Art is Erotic«** – Adolf Loos, Henry van de Velde, Ornament and Crime", in: Oliver Böni, Japhet Johnstone (eds.), *The Crimes of Passion – Representing Sexual Pathology in the Early 20th Century* (Berlin, New York: de Gruyter, 2015), p. 196–212.

2015   "**»La trahison des images«** – Architecture, Immersion and the Digital Realm", in: Burcu Dogramaci, Fabienne Liptay (eds.), *Immersion in the Visual Arts and Media* (Leiden: Brill, Rodopi, 2015) p. 300–318.

2015   "**Insular Utopias?** – Henry van de Velde, Peter Zumthor, and the Gesamtkunstwerk", in: Carsten Ruhl, Chris Dähne, Rixt Hoeksta (eds.), *The Death and Life of the Total Work of Art. Henry van de Velde and the Legacy of a Modern Concept* (Berlin: Jovis, 2015), p. 146–163.

2015   "**Die unerträgliche Gegenwart der Vergangenheit** – Der Deutsche Pavillon: Pièce de Résistance oder die Stolpersteine von Venedig? ", in: Jan May, Sabine Meine (eds.), *Der Deutsche Pavillon. Ein Jahrhundert nationaler Repräsentation auf der internationalen Kunstausstellung »La Biennale di Venezia« 1912–2012* (Regensburg: Schnell + Steiner, 2015), p. 141–150.

2014   "**Die Krise der Kritik** – Vom beredsamen Schweigen über Architektur und Stadt", in: Ingo H. Warnke, Beatrix Busse (eds.), *Place-Making in urbanen Diskursen* (Berlin, New York: de Gruyter, 2014), p. 315–327.

2014   "**Aufbruch in die Moderne zwischen Typisierung und Individualisierung – Die Werkbund-Debatte 1914–2014 / Dawn of Modernity between Typification and Individualisation – The Werkbund Debate 1914–2014** ", in: Claudia Kromrei (ed.)*, This is modern. Deutsche Werkbund Ausstellung Venedig 2014*, collateral exhibition at the Biennale di Venezia 2014 (Berlin: Jovis, 2014), p. 78–92 (two volumes: in German/in English).

2013   "**From liquid space to solid bodies** – Architecture between neoliberalism and control society", in: Anselm Wagner; Ana Jeinic (eds.), *Is There (Anti)Neoliberal Architecture?* (Berlin: Jovis, 2013), p. 14–31.

2013   "**Reflexionen in Spiegelglas…** – Ludwig Mies van der Rohe, Philip Johnson und die Glashäuser. Eine kulturgeschichtliche Betrachtung", in: Kerstin Plüm (ed.), *Mies van der Rohe im Diskurs. Innovationen – Haltungen – Werke. Aktuelle Positionen* (Bielefeld: transcript, 2013), p. 139–158.

2013   "**Museen für Nietzsches Neuen Menschen?** Henry van de Veldes Planung zum »Universalmuseum« Erfurt zwischen Krise und Wille zum Stil", in: Miriam Krautwurst (ed.), *Henry van de Velde. Ein Universalmuseum für Erfurt* (Berlin: Kerber, 2013), p. 57–79.

2013   "**Bauen für den Übermenschen?** – Peter Behrens, Henry van de Velde und die Suche nach einem Nietzsche-Stil", in: Thomas Föhl, Claus Pese (eds.), *Peter Behrens – Vom Jugendstil zum Industriedesign* (Weimar: Weimarer Verlagsgesellschaft, 2013), p. 92–105.

2013   "**Weimarer Transkriptionen: Henry van de Velde interpretiert Friedrich Nietzsche**", in Hellmut Th. Seemann, Thorsten Valk (eds.), *Jahrbuch der Klassik Stiftung Weimar 2013: Prophet des Neuen Stils. Der Architekt und Designer Henry van de Velde* (Göttingen: Wallstein Verlag, 2013), p. 53–64.

2012   "**Auf der Suche nach einer Architektur der Erkennenden?** – Henry van de Velde liest Friedrich Nietzsche", in: Barbara von Orelli-Messerli (ed.), *Ein Dialog der Künste: Architekturbeschreibungen in der Literatur der Neuzeit* (Petersberg: Imhof 2012), p. 136–152.

2012   "**Archipelago Urbanism?** / Die Stadt als Archipel?", in: *GAM08 – Graz Architecture Magazine: Dense Cities* (Vienna, New York: Springer, 2012), p. 80–93 (bi-lingual edition German/English).

2012   "Chapter 1.2: **Architecture, Capitalism, and Criticality**", in: Greig Crysler; Stephen Cairns; Hilde Heynen (eds.), *The Handbook of Architectural Theory* (London: Sage, 2012), p. 56–69.

Edited Journals:

2018   faculty editor of the peer reviewed journal after international CfP for contemporary critical positions on architecture and society, ***Dialectic 6: Craft. The Art of Architecture*** (San Francisco: Oro Editions & School of Architecture, University of Utah, fall 2018).

2016   faculty editor of the peer reviewed journal after international CfP for contemporary critical positions on architecture and society, ***Dialectic 4: Architecture at Service*** (San Francisco: Oro Editions & School of Architecture, University of Utah, fall 2016).

2014	faculty editor of the peer reviewed journal after international CfP for contemporary critical positions on "architecture and economy": ***Dialectic 2: Architecture between Boom and Bust*** (School of Architecture, University of Utah Press, spring 2014), with support of the **Graham Foundation**, Chicago, Il.

Essays in Journals:
Peer reviewed:

2017	"**Grey Matters**…" in: *Dialectic V: The Figure of the Vernacular* (fall 2017), p. 39–50.
2014	"***De Architectura Libri Quindecim*** [15 Books on Architecture]", in: Cynthia Davidson (ed.), *Log 32* (fall 2014), p. 78–79.
2014	"**In the Shadow of the Past**: The German Pavilion: Pièce de résistance or the stumbling stones of Venice? / **Im Schatten der Vergangenheit**: Der deutsche Pavillon: Pièce de Résistance oder die Stolpersteine von Venedig?", in: *Archplus 217: Get Real: Architectural Realities*, fall 2014, catalogue & special edition for the **German Pavilion at the Biennale di Venezia 2014**, p. 52–62 (in German/English).
2014	"**Passion, Function, and Beauty: Henry van de Velde and His Contribution to European Modernism**", in: *West 86th – A Journal of Decorative Arts, Design History, and Material Culture*, V 21, No 1 (spring 2014), p. 142–148.
2013	"**Silenzio! Fade Out into Blue: Notes on the Visual Presence of Absence in the Closure Frame of Le mépris**", in: *Framework – The Journal of Cinema and Media*, V54, No. 1 (spring 2013), p. 111–113.

Essays in Journals:
Professional/general:

2015	"**Architektur, Theorie, Kritik?**", position piece on the current Swiss debate about the role of architectural theory with regard to architectural criticism and design, in: *Werk, Bauen und Wohnen*, V. 102, No 4 (April 2015), p. 47–48.
2013	"**Alleskünstler?** – 150 Jahre Henry van de Velde", homage to Henry van de Velde on the occasion of his 150th anniversary in 2013, in: *Werk, Bauen und Wohnen*, V. 100, No. 11 (November 2013), p. 54–55.

Reviews in Journals:

2015	"**Die Schönheit der Vorstadt?** – Marc Angélil und Michael Hirschbichler lernen von der Peripherie…", extended book review in: *Archplus 219*, V. 48 (April 2015), p. Z12–13.
2012	"Roger Sherman: »L.A. under the influence (book review)«" in: *Design and Culture – The journal of the Design Studies Forum*, V. 4, No. 2 (summer 2012), p. 245–247.

CASEY FRANKLIN
Visiting Assistant Professor

EDUCATION

Cornell University, Ithaca, NY 2014-Current
Doctoral student in Human Behavior and Design, ABD
The University of Kansas, Lawrence, KS 2012-2014
Master of Arts in Architectural Research
The Illinois Institute of Technology, Chicago, IL 2004-2009
Bachelor of Architecture with Honors
Universitat Politècnica de Catalunya, Barcelona, ES 2007-2008
Study Abroad: Language of Instruction: Spanish/Catalan

AWARDS & FUNDING

- Telluride Scholarship Recipient — May 2017
- Tompkins County Sustainability Nominee — April 2017
- Cornell University Partners in Sustainability Nominee — Mar 2017
- NSF: Smart & Connected Communities Planning Grant Applicant — Feb 2017
- Human Ecology Semester Fellowship — Dec 2016
- Cornell Summer Fellowship — May 2015
- Cornell Human Ecology Research Development Funding — May 2015
- Cornell Ad Hoc Fellowship — Dec 2014
- Gould Evans Research Studio Fellowship — Mar 2014
- Precourt Energy Efficiency Center Student Fellowship — Nov 2013
- Architectural Research Centers Consortium King Student Medal Award — Nov 2013
- Illumination Engineering Society of North America Local Scholarship Competition Winner — May 2013
- University of Kansas Graduate Research Poster Competition Award — Apr 2013
- Selected Presenter at The 2013 University of Kansas Energy Conference — Apr 2013
- Sigma Xi Research Society Poster Presentation Award — Apr 2013
- Chicago Women in Architecture's Architects Doing Other Things Exhibit — Oct 2011
- Staffing Kansas City Remembrance Scholarship — Aug 2008
- Illinois Institute of Technology Heald Scholarship — 2004-2009

TEACHING EXPERIENCE

Instructor of Record: Cornell University, School of Continuing Education and Summer Studies Design Generations DEA1100 — Summer 2016/17
Over the course of 3 weeks students were introduced to urban planning, architecture, interior design, product design, lighting design, exhibit design, and graphic design. Students designed a pendant light fixture, branded it, selected materials for environments that would fit their pendant's style, and explained their design process in portfolio and poster formats. Class of 24 high-school students.

Graduate Teaching Assistant (GTA): Cornell University, Design & Environmental Analysis Dept. Studio Shift DEA2203 — Spring 2018
Helped craft assignments, conduct desktop reviews, critique student work, assign grades, and update lectures. Focus of the course was interior/exhibit design. Class of 11 sophomores.

GTA: Cornell University, Light Informing Space DEA2750 — Spring 2018
Helped conduct desktop and group critiques with students, assign grades, and document course outcomes. Course focused on lighting design from an interior and product design lens. Class of 16 students from various majors.

GTA: Cornell University, High Performance Buildings DEA2640
Course integrated sustainable technologies and design methods into building design. Helped prepare class materials, give tutorials, give lectures, help students in office hours, and graded all homework and tests. Additionally, helped prepare IFMA (international facilities management association) material presentations for students. Class of 40 undergraduate students from architecture, design, and hotel management.

Spring 2016

GTA: Cornell University, Workplace Strategies Studio DEA5540
Acted as a guest critic during studio presentations. Recorded feedback and re-iterated it to students. Class of 12 senior undergrads and grads.

Spring 2016

GTA: Cornell University, Career Explorations DEA1050
Helped facilitate weekly in-person and virtual guest lectures, recorded attendance, and graded student cover letters. Class of 40 freshman undergrads.

Spring 2016

GTA: Cornell University, Adaptive Reuse Studio DEA4401
Helped prepare class documents, oversee student led critique groups, organize group work, document student work, and conduct one-on-one desk critiques with students. Additionally, helped prepare class documentation for CIDA (council for interior design accreditation) renewal. Class of 12 junior and senior undergrads.

Fall 2015/16

GTA: Cornell University, Interior Materials & Sustainable Elements DEA3030
Helped update and expand lecture materials, create testing materials, set up classroom environment, and grade student work. Class of 21 junior and senior undergrads.

Fall 2015/16

GTA: Cornell University, Design Generations DEA1100
Helped prepare course materials, accompany students on various field trips, conduct small group critiques, contribute to large group reviews, and grade materials. Class of 24 high-school age college students.

Summer 2015

GTA: University of Kansas, School of Architecture, Design, and Planning, Lawrence, KS Architectural Program & Pre-Design ARCH658
Collaborated on curriculum materials, assignment development, selected reading materials, and graded assignments. Class of 70 fourth year undergrad and grads.

Fall 2013

GUEST LECTURES & CRITIQUES
- *Guest Critique* Knoll Design Studio, DEA — Spring 2017
- *Sketching Interiors,* DEA4401 — Fall 2016
- *American Society for Interior Design (ASID) Portfolio Design Workshop* — Fall 2016
- *Judge for Defining the Medium Competition* — Spring 2016
- *Guest Critique* Lighting Design Studio DEA2750 — Spring 2016
- *Q&A with DEA Graduate Professionals*, Graduate Seminar DEA6100 — Spring 2015
- *Writing a Thesis*, Graduate Seminar DEA6100 — Spring 2015
- *Workplace Translational Research,* Healthcare Strategy Studio DEA3530 — Fall 2014
- *Insights from Surveying Utility Customers*, Human Dimension of Sustainable Buildings — Fall 2014

PUBLICATIONS

Franklin, C. and Alebiosu, A. (in press) Reshuffling the Deck on Environmental Sustainability. *Springer Handbook of Sustainability and Social Science Research*. 2017.

Franklin, C. and Chang, J., Energy Consumption Monitors: Building Occupant Understanding and Behavior, Proceedings of the 2013 ARCC Spring Research Conference, Charlotte, March 27-30 2013 (ISBN 978-0-615-78533-2) pg. 474-782

PRESENTATIONS

- Design thinking for creative problem solving in research & design, Environmental Design & Research Association Conference, May 31-June 3, 2017
- Humble Bee: Using smartphones and Bluetooth beacons to track sustainable behaviors in context, Environmental Design & Research Association Conference, May 31-June 3, 2017
- Reshuffling the Deck on Sustainability, Michigan Symposium on Sustainable Behavior & Social Sciences May 19, 2017
- Insights from Surveying Utility Customers, webinar for Pulse Energy, Oct 2014
- Energy Consumption Monitors: Building Occupant Understanding and Behavior, International Conference on Intelligent Building System, Seoul, May 8-9 2013
- Energy Consumption Monitors: Building Occupant Understanding and Behavior, 2013 University of Kansas Energy Conference, Lawrence, KS, April 25 2013
- Energy Consumption Monitors: Building Occupant Understanding and Behavior, 2013 ARCC Architectural Research Conference: The Visibility of Research, Charlotte, NC, March 27-30 2013

PROFESSIONAL EXPERIENCE

Independent Researcher, Ithaca, NY   Jan 2016 - Current

Worked with St. John Design Group to perform user experience and user interface analysis of a newly installed touchscreen wall. Used qualitative and quantitative data to help shape future interface and experience design development, including public information display.

Worked with Cornell to design, develop, test, and market HumbleBee: a sustainable behavior smartphone app. Worked to coordinate resources between Facilities and Computing groups, undergraduate researchers, and campus sustainability initiatives. Context-aware iBeacon technology was included for behavioral data acquisition. Business viability explored in NSF Innovation short course.

Gould Evans, Kansas City, KS: Design Research/Strategy Consultant   May 2015 – Aug 2015

Benchmarked other firms' design strategy methods, examined how Gould Evans employed research, interviewed designers about process, prototyped design thinking on existing projects, and created a strategic plan to increase research abilities and competitiveness. Additionally, developed the firm's research studio taught with the University of Kansas by drafting a syllabus, reading materials, and securing guest speakers.

Pulse Energy Software (bought by EnerNOC), Vancouver, BC: User Experience (UX) Design Researcher   May 2014 – Aug 2014

Pulse Energy was a startup that developed, branded, and sold energy efficiency software and reporting to international utility companies. Worked with the product development team to improve market saturation and increase website usage. Researched customer experience with phone, in-person interviews, and surveys targeting print and software users. Identified factors impacting regional product

adoption rates. Findings were used in agile development, for behavioral/informational campaigns, new research initiatives, and client presentations.

Gould Evans Architecture, Lawrence, KS: Architectural Research Fellow Jan 2014
This fellowship was developed to explore methodological approaches to research – May 2014
within architecture focused on innovative workplace design. I conducted
ethnographic research in Silicon Valley tech offices, explored fit of methodological
approaches, and worked on graphic design, literature review, and pitch
presentations. Results produced a case study of innovative/tech workplace design
and a proposal for an architectural research smartphone app that would assist in
creating impromptu connections between office users.

DEV, Inc., Design-Build Co., Overland Park, KS: Architectural Designer Jun 2012
Assisted in project coordination, construction documents, and architectural design. – Jul 2013
Work included programming, presentation drawings, bidding projects, answering RFIs,
communicating with clients, and scheduling work.

Design Synergies Ltd., Chicago, IL: Project Manager Oct 2010
Responsible for managing personnel and all aspects of design-build projects from – Mar 2012
initial concept design phase through construction. This entailed taking part in and
directing projects through proposal and contracting, building design, construction
document production, permitting, bidding, and construction administration.
Additionally, created a website and marketing materials.

Design Synergies Ltd., Chicago, IL: Intern Architect Oct 2006
Job responsibilities include architectural design, site documentation, construction – Oct 2010
drawings, permit work, communication with clients, delivery of drawings to clients,
rendering, and web management.

TechNews IIT, Chicago, IL: Writer & Editor Feb 2005
Recruited contributing writers covering arts and entertainment topics, edited – Sep 2005
contributions, and wrote one article per issue. Readership of 40,000+.

Honeywell AE, Overland Park, KS: Program Management Intern Aug 2003
Responsible for assisting in project overview data presentations and website – Aug 2004
maintenance.

MEMBERSHIPS & CERTIFICATIONS
- LEED Green Associate, GBCI # 10571612
- Environmental Design Research Association
- American Society of Interior Design (ASID) Student Member # 2004104
- Cornell Human Ecology Green Ambassadors
- Elected Graduate Professional Student Assembly (GPSA) Field 2016-2017
  Representative
- Elected DEA Graduate Student Assembly Organization President 2016-2017
- Elected GPSA Awards Chair 2016-2017

SOFTWARE
R/R-Studio, SPSS, Minitab, Atlas.ti, AutoCAD, Revit, Microsoft Office Suite, Mac Office Suite, Adobe
Illustrator, In-Design, Photoshop, Sketchup

José R. Galarza

Assistant Professor, University of Utah Director,
DesignBuildBLUFF (DBB)

EDUCATION

2009	LEED® AP (GBCI Number: 10260808), U.S. Green Building Council
2007	Master of Architecture, University of Texas at Austin
2007	Independent Study, focused on community-engaged design and capacity building work in collaboration with Indigenous Mayans of Guatemala, funded by the Ford Foundation
2001	Bachelor of Arts, Southern Methodist University, Dallas (SMU) (English Major, Philosophy and Visual Arts Minor)

EXPERIENCE

Teaching & Research

2013-18	Assistant (Clinical) Professor, University of Utah – School of Architecture
2013	Lecturer, Norwich University – School of Architecture + Art
2011-13	Lecturer, University of Massachusetts Amherst – Department of Architecture
2009-13	Instructor (Design/Build), Yestermorrow Design/Build School, Vermont (YM)

Administration

2013-18	Director, DesignBuildBLUFF – University of Utah
2011-13	Director, Semester in Sustainable Design/Build – YM, Vermont
2009-10	Director, Natural Building Intensive – YM, Vermont

Design Practice

2009-13	Principal, José Galarza Building Workshop

RESEARCH

Publications

2018	"Restoring Presence: Valuing the Building Craft of Non-Western Knowledge Systems," *Dialectic VI: Journal of School of Architecture, University of Utah*
2017	"The Future of Community Engagement," in *The Design Build Studio	Crafting Meaningful Work in Architecture Education*, ed. Tolya Stonorov (New York: Routledge)
2016	"Sweet Caroline House," *SAH Archipedia Utah*, eds. Gabrielle Esperdy and Karen Kingsley (Charlottesville: UVaP, 2012-2016)
2016	"Rosie Joe House," *SAH Archipedia Utah*, eds. Gabrielle Esperdy and Karen Kingsley (Charlottesville: UVaP, 2012-2016)

Talks

2018	The UB Affordable Housing Symposium, University at Buffalo (Panelist)
2018	Housing Justice as Climate Justice, University of Utah (Moderator)
2017	"Reflections on Engaging Arts and Culture in Housing," The Rural Arts and Culture Summit, University of Minnesota, Morris (Invited Talk)
2017	"Encouraging Difference – Decolonizing Architecture Education," Design Build Symposium, Norwich University (Invited Talk)
2017	"Introduction to DesignBuildBLUFF and Community Engagement," Rowland Hall High School, Salt Lake City (Invited Talk)
2016	"The Future of Community Engagement: Renewing the Capacity of Indigenous Communities to Serve Themselves," XS, S, and M: Sizing Homes to Meet the Needs of Affordable Housing, Utah Housing Coalition Conference (Invited Talk)
2016	"Regional Relevance: A Concern for Usefulness," AIA Western Mountain Region Conference, Salt Lake City (Invited Talk)
2016	"The Future of Community Engagement: Renewing the Capacity of Indigenous Communities to Serve Themselves," Project Home Symposium, University of Nevada Las Vegas (Invited Talk)
2016	"The Future of Community Engagement: Renewing the Capacity of Indigenous Communities to Serve Themselves," Annual Construction in Indian Country National Conference, Arizona State (Keynote)
2016	"DesignBuildBLUFF: A Concern for Usefulness," AIA Housing Knowledge Community webinar (Invited Talk)
2015	"Confronting Asymmetries of Power in Public Interest Design," Yestermorrow Design/Build School, Vermont (Invited Talk)
2015	"Accessibility in Rural Navajo," Learning and Teaching Accessible Design in the 21st Century: Building Communities for Everyone, ACCESS, Salt Lake City (Invited Talk)
2014	"Taking the Pulse of Bluff," Working Out: Thinking While Building, ACSA, Halifax, Nova Scotia (Peer Reviewed)
2014	"Building for Cultural Survival," Governor's Native American Summit, Orem, UT (Solicited Presentation)
2014	"Sustainability in Diversity," Earth U: Sustainability & Diversity Mentorship Dinner, University of Utah (Keynote)
2014	"No One Site," AIA Utah Young Architects Forum, Salt Lake City (Panelist)
2013	"Sustainable Design/Build Program: A Yestermorrow and UMass Collaboration," AIA Housing Knowledge Community webinar (Invited Talk)
2013	"The Semester in Sustainable Design/Build: Selected Works," Champlain College, Burlington, VT (Invited Talk)
2012	"Design Build Workshop," Structures for Inclusion Conference, University of Texas at Austin (Panelist)
2012	"Tiny House 1.0," Pecha Kucha, University of Vermont (Solicited Presentation)

Design Works

2011-12	"Minitulli House," Vermont (Designer)
2010-11	"Redmond House," Vermont (Designer)

Exhibitions

2017	"Lone Tree: DBB Student Work," Design Arts Utah, Salt Lake City (Coordinator)
2016	"Cedar Hall: DBB Student Work," Design Arts Utah, Salt Lake City (Coordinator)
2014	"Sol Rose: DBB Student Work," Design Arts Utah, Salt Lake City (Coordinator)

Select Media Features

2017	Brian Pontililo, "A Study in Design/Build," 2017 Editor's Choice Award, *Fine Homebuilding*, Houses Issue 2017 #267 (pp. 62-65)
2016	Aimee Cobabe, "Students Build Homes in Navajo," Interview, Utah Public Radio
2014	Kristy Allen, "MicroCabins Signal Economic Progress for Mexican Water," *Navajo Times*, December, 2014 (Print and Web)
2014	Jane Szita, "Rural Studio	DesignBuildBLUFF," *MARK Magazine*, Dec 2014/Jan 2015 #53 (pp. 84-93)
2012	Jane Lindholm, "Tiny Houses, Big Statement," Interview, VPR's Vermont Edition
2011	Alexei Rubenstein, "Learning to Go Green Through Natural Building," Interview,

AWARDS & GRANTS

2016-17	Co-applicant Erin Carraher, "Developing the Skills of Community Engagement – Taking a Step Back," Community Engaged Learning Incentive Grant, University of Utah, $3,000
2016	"Cedar Hall," Green Business Award (Awarded to DBB)
2015	ACSA Collaborative Practice Award (Awarded to DBB)
2015	"Mexican Water Cabins," AIA YAAG Built Project of the Year and Interior Project of the Year (Awarded to DBB)
2013-14	Co-authored with SoA Development Office, Olene Walker Housing Fund, $11,000
2013-14	Co-authored with SoA Development Office, Ally Grant, $25,000

TEACHING

Curricular Development

2018	Co-author Shundana Yusaf and Rima Ajlouni, Integrated Coursework, Research Methods, Studio, Communications for Undergraduate Architecture
2015	Major Co-author Hiroko Yamamoto, Observing the Southwest, Communications

<u>Courses - University of Utah</u>

2018	Architectural Studio I (Fall)
2015-18	Public Interest Design Build, Seminar (Fall)
2013-17	DesignBuildBLUFF Preparatory Studio (Fall)
2015-16	Design Development, Workshop (Fall)
2013-18	Co-taught Atsushi Yamamoto and Hiroko Yamamoto, DesignBuildBLUFF Studio (Spring)
2013-18	Co-taught Atsushi Yamamoto and Hiroko Yamamoto, Advanced Technical Construction, Applied Practicum (Spring)

<u>Executed Student Projects</u>

2017-18	"Fire Mesa - Community Kitchen," Bluff, UT (DBB)
2016-17	"Lone Tree - Dennehotso Sweat Equity Project," Navajo Nation (DBB)
2015-16	"Cedar Hall - Classroom," Bluff, UT (DBB)
2014-15	"Badger Springs - Residence," Navajo Nation (DBB)
2014	"Mexican Water Cabins," Navajo Nation (DBB)
2013-14	"SolRose – Residence," Navajo Nation (DBB)
2013	"Hozho House – Residence," Navajo Nation (DBB)

SERVICE

<u>Community Engagement & Mentorship</u>

2017	Community Engaged Learning (CEL) curriculum development, student training in bias awareness, understanding value geography, and ethnographic interviewing
2015-17	After School Programmer (ASPIRE Kids Grant) - Bluff Elementary
2015-17	Community Building Mentor - Rowland Hall High School, Salt Lake City

<u>Boards & Committees</u>

2018	Committee Chair – Immersive Student Experience Committee, University of Utah
2016-17	Committee Chair - 37° North Steering Committee, to improve the quality of life and build community capacity and resilience in Southeastern rural Utah; particular focus on Native American and low socio-economic populations
2016-17	Voting (Faculty) Member – Conflict of Interest Committee, supports the University of Utah community in identifying and managing financial conflicts of interest in: Research and Scholarly Activities, Procurement, and Intellectual Property
2016-17	Member & Sub-Committee Chair – Admissions, Recruiting, and Diversity Committee,
2014-17	Board Member, American Indian Resource Center, University of Utah
2013-17	Member & Sub-Committee Chair – Curriculum Committee, University of Utah
2013-15	Member & Sub-Committee Chair – Outreach Committee, University of Utah

<u>Peer Review & Conference Organization</u>

2018	Tonia Sing Chi, "Building Reciprocity: Retheorizing Participation in Native American Housing and the Perpetuation of Earthen Architectural Traditions," Masters Thesis (Reader)
2018	"Housing Justice as Climate Justice," Symposium (Student Mentor and Facilitator)
2017	"Demonstrating Sustainable Technologies on the DesignBuildBLUFF Campus," Sustainable Campus Initiative Fund, $35,000 (Student Mentor and Facilitator)
2016	"Listening to Bluff," Course and Publication (Facilitator)
2015	Building Technology Educator's Society Annual Conference (Conference Co-organizer with Erin Carraher and Jacob Gines)
2015	*Dialectic III: Journal of School of Architecture, University of Utah* (Issue Co-editor with Shundana Yusaf)

<u>Jury Duty</u>

2018	University of Colorado Denver – Final Reviews

PROFESSIONAL AFFILIATIONS

2007-18	NCARB: IDP enrolled. Approved - 5639.75 hrs (Record Number: 138474) 2014-15 Building Technology Educators Society
2014-18	The Design-Build Exchange (dbX)
2014-18	Association of Collegiate Schools of Architecture

CONTINUING EDUCATION

2015	Wilderness First Responder Certificate, Emergency Medical Training, Utah
2014	Beginning Navajo, Language Course, University of Utah
2012	Origins - Primitive Technology Certificate, ROOTS, Wilderness Survival School, Vermont
2011	Website Design - HTML and Dreamweaver, Community College of Vermont

SKILLS

<u>Software:</u>	Adobe Creative Suite, Microsoft Office, AutoCAD, and Rhinoceros 3D
<u>Applied:</u>	Construction, Fabrication, Drawing, Drafting, and Physical Modeling
<u>Languages:</u>	Spanish (Functional)

DIANA GARFF GARDINER

347 N. Quince Street
Salt Lake City, Utah 84103
(801) 915-1875
dianaggardiner@yahoo.com

OBJECTIVE

Bridging the gap between my life and my art has been the motive for most of my work. I use simple everyday -
domestic symbols to represent more personal issues and complex emotions. Through various
art mediums, I demonstrate my art abilities and the necessity of dealing with the menial tasks of
everyday life as my bridge.

EDUCATION

1993	**M.F.A.**, University of Utah, Salt Lake City, UT Emphasis: Drawing and Painting with Paul Davis, Dave Dornan, and Sam Wilson
1985-1987	**Post-graduate work**, University of Utah, Salt Lake City, UT Emphasis: Watercolors, Landscape Painting, Figure Drawing, Figure Painting with Ed Maryon, Paul Davis, Earl Jones, Harold Petersen and George Dibble
1974	**B.F.A.**, University of Utah, Salt Lake City, UT Emphasis: Drawing and Painting, Portraiture with Alvin Gittins
1970	**High School Diploma**, Highland High School, Salt Lake City, UT

EXPERIENCE

1974-2017	**Freelance Artist**, portraits, painting, graphic design, illustration, window display, set design
2005-2017	**Instructor**, Architecture Department, University of Utah, Salt Lake City, UT
1989-2017	**Instructor**, Art Department, University of Utah, Salt Lake City, UT
2008-2009	**Manager,** UMFA Museum Store, University of Utah, Salt Lake City, UT
1997-2017	**Designer**, Display and Advertising, O.C. Tanner, Salt Lake City, UT
1993-1995	**Instructor**, Drawing and Painting, Peterson Art Center, Salt Lake City, UT
1992	**Instructor**, Watercolor, Westminster College, Salt Lake City, UT
1989-1990	**Manager**, Triangle Shop, Salt Lake Art Center, Salt Lake City, UT
1989	**Instructor**, Watercolor, Salt Lake Community College, Salt Lake City, UT
1972-1976	**Assistant Art Director**, KUED, University of Utah, Salt Lake City, UT

PUBLIC COLLECTIONS

2015	Mixed media, My Everest, Salt Lake County art collection, Salt Lake City, Ut
2005	Collage, Endangered Species, Idaho Bureau of Land Management, Boise, ID
1994	Three collages, Utah Arts Council 1% for Art, Utah State University, Logan, UT
1994	Pen and ink drawing, Kingsbury Hall, University of Utah, Salt Lake City, UT
1993	Collage, Self Portrait, California State University of San Bernardino, San Bernardino, CA
1993	Pen and ink wash, Gardner Hall, University of Utah, Salt Lake City, UT

1992   Watercolor, Presidential Home, University of Utah, Salt Lake City, UT

1990   Watercolor, Park Building, University of Utah, Salt Lake City, UT

1989   Baci collaborative mural, Baci Restaurant, Salt Lake City, UT

1989   Charcoal, Cozza Market, Utah Arts Council

EXHIBITIONS

2007   "**50th Anniversary**" , Highland High School, Salt Lake City, UT

2004-2005   **"Faculty Art Show"**, University of Utah Museum of Fine Arts, Salt Lake City, UT

2003   **"Color of the Land"**, Deseret News, Salt Lake City, UT

2003   **"Paints and Pots"**, Central Utah Art Center, Ephraim, UT

1999   **"Traveling Exhibition"**, Utah Arts Council, State of Utah

1997-2015   **"Seasonal Windows"**, O.C. Tanner Retail Store, Salt Lake City, UT

1997   **"Artists in the Copy Center"**, Vital Arts Gallery, Salt Lake, UT

1996   **"Winter Works 96"**, Finch Lane Gallery. Salt Lake City, UT

1996   **"Utah Watercolor Society Studio Tour"**, Salt Lake City, UT

1996   **"Images of the Great Salt Lake"**, University of Utah Museum of Fine Arts, Salt Lake City, UT

1996   **"The Handmade Environment"**, Vital Arts Gallery, Salt Lake City, UT

1995   **"71st Springville Salon"**, Springville Museum of Art, Springville, UT

1995   **"Dedication"**, Ogden Valley Library and Community Center, Huntsville, UT

1995   **"Another Phase: Image / Word in Utah"**, Utah Arts Festival, Salt Lake City, UT

1995   **"Utah Chamber Artists"**, Commission, Abravanel Hall, Salt Lake City, UT

1994   **"Duets" Utah Arts Council**, Finch Lane Gallery, Salt Lake City, UT

1994   **"Third International Art Competition"**, Museum of Church History and Art, Salt Lake City, UT

1993   **"Sisters: Two Point Perspective"**, California State University of San Bernardino, CA

1993   **"Grand Opening"**, Petersen Art Center, Salt Lake City, UT

1993   **"Housecleaning of Belief"**, Gittins Gallery, University of Utah, Salt Lake City, UT

1991   **"Themes From The Scriptures"**, Museum of Church History and Art, Salt Lake City, UT

1990   **"Student Faculty Union Show",** University of Utah, Salt Lake City, UT

1989-1990   **"Invitational Nutcracker Exhibition",** Salt Lake Art Center, Salt Lake City, UT

1989   **"Open Painting Exhibition",** Kimball Art Center, Park City, UT

1989   **"Works on Paper" Utah Arts Council**, Salt Lake City, UT

1989   **"Springville Salon"** Springville Museum of Art, Springville, UT

1989   **"Pete and Repete Invitational"**, Salt Lake Art Center, Salt Lake City, UT

1988   **"10+10+10 Art Center Invitational"**, Salt Lake Art Center, Salt Lake City, UT

1988   **"Art on Campus"**, Amerika Haus Hamburg, West Germany

1987-1988   **"Deseret News Art Exhibition"**, Salt Lake City, UT

HONORS AND AWARDS

2016	**Juror,** Utah Watercolor Society, Salt Lake City, UT
2000/2014	**Guest Artist**, Utah Watercolor Society, Salt Lake City, UT
1996	**Selected Participant**, "Images of the Great Salt Lake", Utah Museum of Fine Arts, Salt Lake City, UT
1995-1996	**Guest Artist**, University of Utah, Salt Lake City, UT
1995	**Selected Participant**, Dedication of the Ogden Valley Branch Library and Community Center, Huntsville, UT
1995	**Selected Participant**, Utah Arts Festival, Salt Lake City, UT
1995	**First Place Award and Catalog Cover**, Springville Salon, Springville, UT
1994	**Merit Award**, Third International Art Competition, Museum of Church History and Art, Salt Lake City, UT
1994	**Two Man Show**, Finch Lane Gallery, Salt Lake City, UT
1994	**Selected Artist**, Utah Arts Council 1% for Art Commission, Logan, UT
1993	**Guest Artist,** California State University of San Bernardino, San Bernardino, CA
1993	**Finalist,** Rolapp Scholarship Award, University of Utah, Salt Lake City, UT
1992	**Commission**, Presidential Home, University of Utah, Salt Lake City, UT
1990	**Commission**, Park Building, University of Utah, Salt Lake City, UT
1989	**Selected Artist**, BACI Restaurant Mural Collaboration, Salt Lake City, UT
1989	**Purchase Award**, Utah Arts Council, Salt Lake City, UT
1989	**Selected Cover Artist**, Part City Lode Star Magazine, Park City, UT
1988	**Merit Award**, Annual Deseret News Competition, Salt Lake City, UT
1986	**Selected Artist**, Faculty-Student Exhibition, Amerika Haus Hamburg, West Germany
1975	**Broadcasters Art and Design Award**, National Association of Educational Broadcasters
1970-1974	**Edwin Evans four-year Scholarship Award**, University of Utah, Salt Lake City, UT

BIBLIOGRAPHY

Dave Gagon, "The Deseret News", Salt Lake City, Utah, p.E1-E2, April 30, 1995

Scott Lloyd, "Church News", Salt Lake City, Utah, p.8, April 2, 1994

Andrew Wade, "The Utah Daily Chronicle", Salt Lake City, Utah, p.7, May 8, 1994

Richard P. Christenson, "The Deseret News", Salt Lake City, Utah, p. E2, May 15, 1994

Carolyn Mason, "The Salt Lake Tribune", Salt Lake City, Utah, p.E6, May 22, 1994

"Salt Lake Arts Council Newsletter", Spring 1994, vol. 11 no.2, p.2, Spring, 1994

Bill Lasarow, "Art Scene", Los Angeles California, vol. 13 no.2, p.53, October, 1993

CSUSC Calendar, "The Friday Bulletin", San Bernardino, California, p.2, October 1, 1993

Kate McMahon's Exhibits, "The Event", Salt Lake City, Utah, p.14, April 16, 1993

George Dibble's Art Scene, "The Salt Lake Tribune", Salt Lake City, Utah, p.E1, May 26, 1991

Spectra, "Deseret News", Salt Lake City, Utah, pp. S1-2, December 10, 1989

Spectra, "Deseret News", Salt Lake City, Utah, p. S1, September 3, 1989

Artist's Palette Accents Baci Image, "The Salt Lake Tribune", Salt Lake City, Utah , p.F1, July 2, 1989

Back to the Future, "Deseret News", Salt Lake City, Utah, p.E1, July 2, 1989

George Dibble's Art Scene, "The Salt Lake Tribune", Salt Lake City, Utah, p.6E, June 11, 1989

Galleries Feature Gifts of Art, "The Salt Lake Tribune", Salt Lake City, Utah, p.12E, November 27, 1988

George Dibble's Art Scene, "The Salt Lake Tribune", Salt Lake City, Utah, p.10E, November 27, 1988

Spectra, "Deseret News", Salt Lake City, Utah, p.S1, October 9, 1988

George Dibble's Art Scene, "The Salt Lake Tribune", Salt Lake City, Utah, p.4E, May 8, 1988

CATALOGUES

1996	Images of the Great Salt Lake
1995	Utah Arts Festival Guide
1995	71st Utah Spring Salon
1989	Utah '89 Works on Paper
1989	65th National Spring Salon

RECENT COMMUNITY SERVICE

2004	Volunteer, U. of U. High School Career Day
2004	Participant, Manners/Golden Rule Project
1996	Volunteer, Desert Foundation Auction
1996	Volunteer, Vital Arts Gallery
1995	Volunteer, Utah Museum of Fine Arts, University of Utah
1992-1993	Community Council, East High School
1992	Co-curator, "Spring Art Exhibit", Westminster College
1980-1989	Volunteer, Salt Lake Art Center, Salt Lake Art Council and Art Alliance
1988	Co-curator, "Pete and Repete" show honoring Harold Petersen, Salt Lake Art Center
1986	P.T.A. Board, Bonneville Elementary School, Salt Lake City, Utah

CAREER INTERESTS

Teaching, Drawing and Painting

INTERESTS

My children and grandchildren, painting, drawing, walking, biking, swimming, and design work.

LIBBY HASLAM

address: 829 East Menlo Ave, Salt Lake City, UT 84102
phone: 801-364-0503 e-mail: haslam@arch.utah.edu

EMPLOYMENT

Studio LP, Salt Lake City, UT
01.2018 – PRESENT
PRESIDENT

University of Utah, Salt Lake City, UT
08. 2002- PRESENT
ASSOCIATE ADJUNCT VISITING PROFESSOR, DESIGN STUDIO
ACCREDITATION COMMITTEE, CURRICULUM COMMITTEE

GSBS Architects, Salt Lake City, UT
10.2007 – 01.2018
PRINCIPAL

Gigaplex Design, Park City, UT
10.2004 – 10. 2007
PROJECT MANAGER

designbuildBLUFF, Bluff, UT
01. 2006 – 06. 2006
SUPERVISOR

Magda Jakovcev Architects, Salt Lake City, UT
05. 2001 – 08. 2004
INTERN ARCHITECT

Assist Inc Salt Lake City, UT
06.2000- 05.2001
ARCHITECT'S ASSISTANT

EDUCATION

Graduate School of Architecture, University of Utah
06. 2001
MASTER OF ARCHITECTURE
Thesis Presentation to head of Brazilian Mission to the United Nations
Guest Lecturer at Parsons School of design
Thesis Design Award, presented by the Faculty
Design Workshop Teacher's Assistant
Beecher, Walker and Associates Scholarship 2001

Graduate School of Architecture, University of Utah
05. 1999
BACHELOR OF SCIENCE IN ARCHITECTURE

St Paul's School
1975-1990 Sao Paulo, Brazil
INTERNATIONAL BACCALAUREATE

LIBBY HASLAM

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phone: 801-364-0503 e-mail: haslam@arch.utah.edu

LICENSE AND PROFESSIONAL ACCREDITATION

REGISTERED ARCHITECT, UTAH, AIA
LEED, AP
NCARB

PROFESSIONAL BOARDS/ SERVICE

2018 AIA JUROR FOR NATIONAL AWARDS: AIA ASSOCIATES, COLLABORATIVE ACHIEVEMENT, WHITNEY M. YOUNG, YOUNG ARCHITECT, EDWARD C. KEMPER, THOMAS JEFFERSON
CHAMBER OF COMMERCE LEADERSHIP UTAH
UTAH WOMEN'S FORUM
801 CREATIVE WOMEN
SALT LAKE ART DESIGN BOARD
WOMEN IN ARCHITECTURE SLC
SPY HOP
AIA UTAH CONFERENCE COMMITTEE 2013

PROFESSIONAL EXPERIENCE

Partial list of architectural projects

EAE Remodel of old Law Library, University of Utah, SLC, UT
School of Mines feasibility and concept study, University of Utah, SLC, UT
Sundance Institute New offices, concept study
WXHS Addition and remodel, Woods Cross, UT
SLCC Bruin Fitness Center, South City Campus, SLC, UT
SLCC Center for New Media, South City Campus, SLC, UT
Hope Haven School, Murindi, Kigali Rwanda
House of Mark and Libby, SLC, UT
West Valley City Animal Shelter, West Valley City, UT
Davis Conference Center, Davis County, UT
SLCC Campus Services Building, Redwood Road Campus, SLC, UT
Jordan Valley Water Conservancy Education Building, South Jordan, UT
Empire Residences, single home residences in Park City, UT
Porter Trail Commercial Space, project in design development in Prospector Square, UT
Blind Dog to Go, take out restaurant in Park City, UT
Brewster Residence- Park City, Utah
New Offices for Division of Family Services @ Capitol Center Building- Salt Lake City, Utah
Okland Residence- Salt Lake City, Utah
Temporary Facility for Canon Services during Olympics- Salt Lake City, Utah
New Offices for Richter 7 @ Ford Building- Salt Lake City, Utah
Interior for Cowels Math Building @ University of Utah- Salt Lake City, Utah

Languages
Fluent in Portuguese, English basic knowledge of Spanish, Italian and French

LIBBY HASLAM

address: 829 East Menlo Ave, Salt Lake City, UT 84102
phone: 801-364-0503 e-mail: haslam@arch.utah.edu

Lectures/ exhibitions/ awards

Architecture Workshop EYH
03.2014, 03.2015, 03.2016, 03.2017
Hands on workshop for girls 6-9 grade at Expanding your Horizons Conference, SLC

Curator Pecha Kucha
03.2015, 03.2016, 01.2017, 03.2018

"Center for New Media"
08.2014
Presentation on project delivery, design, schedule and team to IFMA

"A School in Rwanda"
10.2012
Co- presenter at AIA Utah conference

"Table"
03.2011
Set design for Sofia Gorder

"Justice for Some: A Multidisciplinary Investigation of the Power of Image in Protest"
10.2011
Presentation and Publication of Paper for Ontheimage Conference in San Sebastian, Spain.

"Justice for Some"
09.2010
Set Design for Modern Dance Performance

West Valley City Animal Shelter
2010
Masonry Award

"Site Subtraction: analytical abstraction"
11.2009
Presentation of Paper for AHRA Conference in Edinburgh, Scotland

337 Project
06.2007- 05.2008
Art Installation project in collaboration with 100 other artists

Caroline's House
2006
Supervisor role with graduate students at the University of Utah
People´s Choice Award from the AIA Utah Chapter
Honorable mention ACSA concrete competition

"Work"
05.2005
Diagrams for Short Animation Film by Andrew Philip

"Design work from the Propaganda Machine Project"
Spring 2004 Vol.4 Undergraduate Research Abstracts
University of Utah undergraduate student work, with Julio Bermudez and Albert Smith

bh

Brian K. Hebdon, AIA

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phone: 801.503.2460
email: brian.hebdon@utah.edu

education

2012 Master of Architecture
University of Utah, College of
Architecture + Planning

**2010 Bachelor of Science in
Architectural Studies**
University of Utah, College of
Architecture + Planning

experience

**2016-Current
MODERNWORKS Architecture**
Owner, Architect

**2014, 2016-Current
University of Utah, CA+P**
Associate Instructor

2012-2017 MHTN Architects
Project Architect & Designer

2011-2012 Architectural Nexus
Architectural Designer

certifications

Licensed Architect
State of Utah, #9259036-0301

American Institute of Architect
Member, #38243998

EDMarket Member
Member

1+ (the One Percent)
Member, rendering professional
design services to underserved
communities

workshops

2017 Project Management
MHTN Architects project
management seminar with PSMJ

2017 EDSpaces, Kansas City
National educational event for
architects, educators, and facilities
to enhance student learning

2017 Teaching 4 Learning, UVU
Intermountain Consotium for
Faculty Development, engaging
teaching and learning
methodologies

2015,2016,2017 Utah ICC
Utah International Code Council
training annual training conferences

academic

2016 Studio Instruction
Associate Instructor, Major Two
studio instructor, focus: *Interfaith
Sanctuary of SLC*

2016 3+Communications
Associate Instructor, educating 3+
students on software, design, and
communication skills

2016-2018 MHTN Architects
Viz Team leader, educating and
training design staff in software use
and design skills

2014 Visiting Instructor
Instructor of Revit and team-taught
Studio with Dan Hoffman

technical

Revit Architecture
Rhino
AutoCAD Architecture
3DS Max
Sketchup Pro
Adobe Photoshop
Adobe InDesign
Adobe Illustrator
VRay
Enscape
3D Printing

Languages: Korean | basic

8 years of architectural experience

Brian K. Hebdon, AIA
PROFESSIONAL EXPERIENCE

places for learning

Outdoor Program Building Feasibility Study
Weber State University
Responsibilities: Project Architect, Programming + Lead Design

School of Business
Southern Utah University
Responsibilities: Project Architect, Designer

Carolyn and Kem Gardner Building
University of Utah
Responsibilities: Project Architect: Programming + Lead Design, Construction Administration

Health Science 30 Year Master Plan & Studies
University of Utah, University Hospital
Responsibilities: Project Architect, Programming + Lead Design

Executive MBA Feasibility Study
University of Utah
Responsibilities: Project Architect, Programming + Lead Design

Multi-Use Building
Brigham Young University of Hawaii
Responsibilities: Production + Construction Administration

places for living

South Campus Housing & Dining
University of Utah
Responsibilities: Project Architect, Programming + Lead Design

Talo Townhome Development
Holladay, UT
Responsibilities: Project Architect, Design

Cobalt Landing Townhome Development
West Valley City, UT
Responsibilities: Project Architect, Design

Quarry Springs Townhome Development
Park City, UT
Responsibilities: Project Architect, Design

Student Housing (Married, Dorm, and Single)
Brigham Young University of Hawaii
Responsibilities: Documentation + Construction Administration

Heritage Halls Student Housing
Brigham Young University
Responsibilities: Documentation + Construction Administration

NNHC Veteran's Housing Development
Logan, UT
Responsibilities: Architect, Designer

Residential Architecture
Various Clients (15+)
Responsibilities: Architect, Designer

places for healing

St. Ambrose Catholic Church, Interior Remodel
Salt Lake City, UT
Responsibilities: Project Architect, Lead Design + Construction Administration

LS Skagg's Patient Wellness Center
University of Utah, Rehab Hospital
Responsibilities: Project Architect, Lead Design + Construction Administration

Health Science Campus Transformation Competition with Gensler
University of Utah, University Hospital
Responsibilities: Project Architect + Lead Design

Health Science Rehabilitation Hospital Feasibility Study
University of Utah, University Hospital
Responsibilities: Project Architect, Programming + Lead Design

Primary Children's Ambulatory Care Center
University of Utah, University Hospital
Responsibilities: Design + Documentation

The Church of Jesus Christ of Latter-Day Saints Temple
Arequipa, Peru
Responsibilities: Design + Documentation

places for working

State of Utah Office Standards
DFCM of Salt Lake City, UT
Responsibilities: Project Architect, Programming + Lead Design

Varian Medical Systems
Salt Lake City, UT
Responsibilities: Design + Documentation

Auxiliary Laundry & Maintenance Building
Brigham Young University
Responsibilities: Design + Documentation

Office Tenant Improvements
Various, University of Utah
Responsibilities: Project Architect, Lead Design + Construction Administration

Highland Drive Office Complex
Holladay, UT
Responsibilities: Project Architect, Design + Documentation

Lisa Carolyn Henry Benham

University of Utah
College of Architecture + Planning
801 581 8353 | benham@arch.utah.edu

C U R R I C U L U M   V I T A E

E D U C A T I O N

American Studies Ph. D.
University of Utah, English Department, Course Work and Qualifying Exams completed
Dissertation Topic: Intersections of The American Landscape and Gender, Race, and Queer Theory

Masters of Architecture
Harvard University, Graduate School of Design, Cambridge, MA., March 1996.
Thesis Title: "Re-Making the Refugee: Culture and Identity in Bosnia-Hercegovina."

Bachelor of Science in Architecture
University of Virginia School of Architecture, Charlottesville, VA., May 1991.
Division of Architecture Award for Excellence (Service)

A W A R D S

Early Career Teaching Award, 2005 - 2006.
University of Utah

Design Arts Utah '07 Exibition.
Utah Arts Council

A C A D E M I C   P O S I T I O N S

University of Utah
College of Architecture + Planning, Salt Lake City, UT.
Associate Chair of the School of Architecture, 2015 - present.
Assistant Professor of Architecture - Graduate and Undergraduate Design and Theory, 2001 - present.

University of Virginia
School of Architecture, Charlottesville, VA.,
Lecturer - Undergraduate Design and Theory, 1999 - 2001.
Assistant to the Chair, Department of Architecture - administrative appointment, 1999 - 2000

University of New Mexico
School of Architecture and Planning, Albuquerque, NM., 1997 - 1999.
Instructor - Undergraduate and Graduate Design

Harvard University
Graduate School of Design, Cambridge, MA., Summer 1996.
Instructor - Career Discovery Program

Boston Architectural Center
Boston, MA., Fall 1995.
Instructor - Foundation Studio

P R O F E S S I O N A L   E X P E R I E N C E

H. Barker Architects, Albuquerque, NM.
Architectural Intern/Job Captain, 1997 - 1999.

Kramer E. Woodard Architects, Albuquerque, NM.
Architectural Intern, 1996 - 1997.

Performative Theory and the Creation of Place
Performative theory is an important tool in understanding the relationships between identity and the experience of place as we study an occupant's actions and re-actions to that place. Although there is a tremendous amount of work on the impact of gender and race on architecture, this work is largely critical. The ultimate goal of my project is to bring together critical theory and the productive creation of architecture through the development of performative theory as a tool which can be used within a methodology of analysis and design.

Grants:
National Endowment for the Arts Grant
"The Urban Gallery Project" Funded: $20,000.00
Principal Investigator, 2008

Graham Foundation Grant
"The Urban Gallery Project" Pending: $20,000.00
Principal Investigator, 2008

University of Utah Creative Projects Grant
"The Urban Gallery Project" Pending: $6,000.00,
Principal Investigator, 2008

Publications:
"Acting-Out: Cultural Identity in New Orleans" Submitted to JUD, Pending

"The Occupation of New Orleans: Reactive Performance and the Creation of Place," in *Varieties of Urban Experience: Everyday Life and the American City*, ed. Michael I. Borer, University Press of America, Maryland, 2006.

Visiting Instructor:

Bard College New Orleans Initiative, Urban Studies in New Orleans Program
Xavier University, New Orleans LA
Visiting Instructor, Summer 2009.

Arcus Foundation Endowment, University of California at Berkeley,
College of Environmental Design
"Guerrilla Architecture: Reactive Performance and the Creation of Place" Requested: $5,000.00 (not funded)
Award: Arcus Endowment Visiting Critic - design workshop for fall semester 2003.

The Dresser Trunk Project
This project is the recovery of lost stories, memories, and places of refuge for black travelers during segregation. Ten participants from different parts of the country will design a trunk that tells the story of a place of refuge. As a result, each community containing a historically significant site will be given the opportunity to understand its role in the larger context of our country's musical and cultural history.

Grants:
Graham Foundation Grant
"The Dresser Trunk Project" Funded: $22,884.00
Exhibiting artist/architect with Principal investigator William Darryl Williams , 2005

National Endowment for the Arts Grant
"The Dresser Trunk Project" Funded: $14,500.00
Exhibiting artist/architect with Principal investigator William Darryl Williams , 2006

University of Utah Creative Projects Grant
"The Dresser Trunk Project" Funded: $6,000.00
Principal Investigator, 2006

Gallery Exhibitions:
Extension Gallery For Architecture; Chicago, Illinois, September 14,2007
University of Virginia Art Museum; Charlottesville, VA November 3, 2007
Howard University, Annual NOMA Cference, October 2-4, 2008
Pennsylvania School of Design, November, 2008.
Harlem, Bed-Stuy, and Newark in collaboration with Storefront for Art and Architecture, December, 2008

Lectures:
Colloquium, "Crossing the Color Line: The Disorder of Racial Order"; University of Virginia Art Museum,
Charlottesville, VA November 13, 2007
Symposium, Pennsylvania School of Design November14, 2008
Symposium, Columbia Universtiy, Graduate School of Architecture, November 17, 2008

Publications:
Bonnemasion, Sarah, and Ronit Eisenbach. 2009. Installations by Architects: Experiments in Building and Design.
New York: Princeton Architectural Press.

ADDITIONAL GRANTS

University of Utah Teaching Grant
"New Orleans, LA: Neighborhood Rebuilding Studio"
Principal Investigator
Pending: $2942.00, Fall, 2008.
This grant will support travel to New Orleans for research and a meeting with the BIA to present the final work.

University of Utah Teaching Grant
"New Orleans, LA: Neighborhood Rebuilding Studio"
Principal Investigator
Funded: $2942.00, Spring, 2008.
This grant will support travel to New Orleans for research and a meeting with the BIA to present the final work.

University of Utah Teaching Grant
"Master's Thesis Review"
Principal Investigator with Co-investigator: William Miller
Funded: $6000.00, 2004.

University of Utah Teaching Grant
"Photographic Media Lab"
Principal Investigator with Co-investigator: Al Smith
funded: $4380.00, 2003.

Additional Grant Applications:

Graham Foundation Grant, 2004
"The Occupation of New Orleans: Performative Identity and the Creation of Place"

University of Utah Seed Grant, 2004
"Performative Identity and the Creation of Place: Tourist occupation of New Orleans"

University of Utah Faculty Research Grant, 2004
"The Occupation of New Orleans: Reactive Performance and the Creation of Place"

Roberts Woods Johnson Foundation "Active Living Policy and Environmental Studies", 2003.
"Housing/Transportation Patterns: Walking, Pedestrian Friendliness, and Neighborhood Satisfaction"
Co-investigator with Principal investigator: Barbara B. Brown

GALLERY EXIBITIONS

"Pocket (Medicine) Cabinet," with Anne Mooney, in DesignArts Utah '07 Exhibition, Utah Arts Council,
Rio Gallery, Rio Grande, Salt Lake City. 2007. (Juried)

"The Carver Inn, Charlottesville VA," in "The Dresser Trunk Project" Traveling Exibition
    Extension Gallery For Architecture; Chicago, Illinois, September, 2007
    University of Virginia Art Museum; Charlottesville, VA November, 2007
    Howard University, Washington D.C., Annual NOMA Convention, October 1, 2008
    Penn Design November 14, 2008.
    Harlem, Bed-Stuy, and Newark in collaboration with Storefront for Art and Architecture, December, 2008
    Washington DC., Janurary, 2008
    Additional Openings Forthcoming

PUBLICATIONS

"Lagoon Roller Coaster," "Lucin Cutoff, Ogden," and "Golden Spike National Historic Site," in Archipedia: Utah's 100 Most Important Architectural Sites ed Shundana Yusaf, (Charlottesville: Uni-versity of Virginia Press and SAH: 2016 & 2018)

"Storytelling as Agency: The Urban Gallery Studio in New Orleans" in Dialectic Vol 2 2013 - 2014.

"The Dresser Trunk Project," in "Fantasy Island" Brendan Fitzgerald C-Ville Charlottesville's Newsweekley Issue #19, Charlottesville, VA. 2007. p 42.

"The Occupation of New Orleans: Reactive Performance and the Creation of Place," in *Varieties of Urban Experience: Everyday Life and the American City*, ed. Michael I. Borer, University Press of America, Maryland, 2006.

"Diversity in Architectural Processes: The Struggle to Reflect Community Identity in Design," in *2020 Vision Diversity Conference Monograph. Boston: Boston Society of Architects, 2003.*

"Language and Location: Designing for Resistance," in *Culture, and the Challenges of Globalization, Havana Cuba: Proceedings of the ACSA International Conference*. Washington: Association of Collegiate Schools of Architecture, 2002. (refereed)

"Performativity: Re-Making Place Through Occupation," in *Communication: Challenge and Opportunity in Building the Information Age: Proceedings of the ACSA Annual Meeting, New Orleans.* Washington: Association of Collegiate Schools of Architecture, 2002. (refereed)

"Performing Place: Between Construction and Occupation," in *Borderlands: Contested Terrain: Proceedings of the ACSA Regional Conference, Bozeman MO*. Washington: Association of Collegiate Schools of Architecture, 2001. 139 - 144. (refereed)

"Constructed Identities," in *The New City/ La Citta Nuova: Proceedings of the ACSA International Conference, Rome.* Washington: Association of Collegiate Schools of Architecture, 1999. 327 - 331. (refereed)

Kramer E. Woodard. "Villa Untitled," in *Architecture Magazine,* January 1997, Volume 86 n. 1 p 98 - 99
Citation: Project Team.

PRESENTATIONS

"Crossing the Color Line: The Disorder of Racial Order"
University of Virginia Art Museum, Charlottesville, VA 2007.

Tourist Performances and the Creation of Place"
Louisiana State University, 2006.

"Performing Place: New Orleans and the Performance of Identity"
PIERS Urban Ecology Conference: Senses of Place: Urban Narratives as Public Secrets, 2004.

"Making Place Through Occupation: A Case Study."
Tanner Humanity Center, University of Utah, 2003.

"Language and Location: Designing for Resistance."

ACSA International Conference, Havana Cuba, 2002. (refereed)

"Performativity: Re-Making Place Through Occupation."
ACSA Annual Meeting, New Orleans, LA., 2002. (refereed)

"Performing Place: Between Construction and Occupation."
ACSA Regional Conference, Bozeman, MO., 2001. (refereed)

"Identity, Language and Architecture."
NOMA Regional Conference, University of Illinois, Urbana - Champaign. 2000.

"Constructed Identities."
ACSA International Conference, Rome, Italy, 1999. (refereed)

TEACHING (SELECTED)

Gender, Race, Queer, and Disability Theories in Architecture: ARCH 6850/4850/3612
It is the aim of this course to mobilize contemporary critical theory in order to study public and domestic space, revealing the implications of gender, race, sexuality, disability, and power within them.

Introduction to Architectural Theory: ARCH 6275
Architecture is a form of representation and cultural production. In order to approach critical theories in architecture this lecture class surveys modern texts and positions from the mid-19th Century to the most recent developments of our time.

Intensive Architectural Studio: ARCH 6012
The course will focus on three basic questions that link architecture, cinema, and the city - the question of representations of cities, the question of subjectivity and how it is constructed through space and place, and finally, the notion of (con) text, architectural and other.

Architectural Skill Development Studio: ARCH 3010/4011/6013
The Architectural Skill Development Studio is an intensive, comprehensive semester created to develop an understanding of the design process.

Community Design Studio: ARCH 6016
The Community Engagement Studio will work with the Salt Lake School for the Performing Arts to help them achieve their goals, of continued appropriation and occupation of their current space, and the development of a new facade and small community theatre for the campus.

Final Studio ARCH 6971
This is a capstone studio that requires a systematic exploration of a city precinct considered as an architectural project following from problem definition, to city and site analysis, entitlement review, programming, precedence analysis, schematic and design development culminating in the presentation of a cohesive design strategy intended to transform the chosen problem.

Community Design Studio: ARCH 6016
The Community Engagement Studio will design two projects both working with community partners and develop one research paper on community engagement. The first project will be the retrofit of a warehouse that will serve as the Utah Tibetan Community Center. The Second project will be the Heartland Live/Learn Center designed in collaboration with the Hartland Partnership Center.

Architectural Design Studio III ARCH 4010/6010
This studio will facilitate the development of design and technical skills as students deepen their research abilities and understanding of the design process.

Urban Design Sstudio I: ARCH 6030
This urban design studio will explore residential development opportunities in downtown Salt Lake City.

ASHLEY IORDANOV

EXPERIENCE

Architect
Prescott Muir Architects 2015 - Present
I work on residential and commercial designs. I manage client, engineer and contractor relationships, code review, and interior design.

Associate Instructor
University of Utah 2017 - Present
I lead students through the process of design and introduce ideas of programming, massing, presentation and group work.

Bedouin Booth 2015
I worked in a team to design, draft and construct a collapsable booth.

SALT   University of Utah   2013 - 2014
I worked in a team to design, document and construct an art viewing platform.

TA   University of Utah   2013 - 2014
I lead theory discussions and study sessions, and graded papers.

Draftsman Kepco+ 2013 - 2015
I drafted plans, sections, elevations, details, and shop drawings.

Freelance Draftsman   2009 - 2014
I drafted plans, elevations, sections, and details for architects, interior designers, etc.

PROFILE

I am organized with experience in design, detailing, calculations, communication, code review and drafting.

I am friendly, reliable, creative, hard working, and welcome opportunities for growth. I take pride in my work and enjoy wokring in groups and helping those around me succeed.

I am proficient in AutoCAD, Revit, Sketchup, Illustrator, InDesign, Photoshop, and Bluebeam.

I am fluent in Spanish and learning French and Bulgarian.

I enjoy art, cuisine, photography, fashion, striving for constant improvement, and a job well done.

I am passionate about travel, people, architecture, fashion and culture; I have visited Japan, Bulgaria, New Zealand, Ecuador, Czech Republic, Canada, Mexico, Turkey and various states.

CONTACT

Ashley Anne Iordanov
429 H Street
Salt Lake City, UT 84103
ashleyanneiordanov@gmail.com
801.641.4080

References and portfolio available upon request.

EDUCATION

MA in Architecture GPA 3.66 2014 **University of Utah**
NAAB Accredited

BA in Interior Design GPA 3.65 2009 **BYU-Idaho**
CIDA Accredited , NKBA Endorsed

AA in General Studies GPA 3.6 2006 **BYU-Idaho**

General Studies GPA 3.45 2000-2001 **BYU**

Half-Tuition Scholarship 2006-2007 **BYU - Idaho**
Quarter-Tuition Scholarship 2005-2006 **BYU - Idaho**
Full-Tuition Scholarship 2000 **BYU**
Robert C. Byrd Scholarship 2000 **State of California**

MIRA A. LOCHER FAIA, LEED AP

EDUCATION

Master of Architecture, University of Pennsylvania Graduate School of Fine Arts — May 1990
    Thesis: Vermont Zen Center

Bachelor of Arts cum laude, Smith College, Northampton, Massachusetts — May 1987
    Thesis: Vernacular American Architecture and the Environment, Departmental Honors
    Junior Year Abroad Program, University of Hamburg, Germany — Sep 1985–Jul 1986

ACADEMIC EXPERIENCE

ADMINISTRATION

Acting Dean of the College of Architecture + Planning, University of Utah — April-June 2018

Chair of the School of Architecture, University of Utah — Jan 2015–present

Associate Chair of the School of Architecture, University of Utah — Jan–Dec 2014

Associate Director of the "My Utah Signature Experience" (MUSE) Project, Univ. of Utah — Aug 2010–Jul 2013

TEACHING

Associate Professor, College of Architecture + Planning, University of Utah — Jul 2011–present
Assistant Professor, College of Architecture + Planning, University of Utah — Jul 2004–Jun 2011
    Graduate and Undergraduate Studios, Japanese Architecture, Materials and
        Construction in Japanese Architecture, Honors People + Place I & II,
        Architecture LEAP I & II, Design Contexts
Visiting Associate Professor, Faculty of Engineering and Design, Hosei University, Tokyo — April–July 2014
    Graduate and Undergraduate Architecture Studios

PROFESSIONAL DEVELOPMENT

How to Perform Post-Disaster Building Safety Assessment Course, New York, NY — June 2018

Teaching Workshop: Inclusive Teaching Environments, University of Utah — Oct 2017

Teaching Workshop: Exploring Implicit Bias, University of Utah — Oct 2017

Design Corps Public Interest Design Institute, Portland, OR — April 2017

Wasatch Experience, University of Utah — Aug 2016

Crucial Conversations Training Course — July 2016

HERS (Higher Education Resource Services) 2013 Denver Summer Institute: Advancing — July–Aug 2013
    Women Leaders in Higher Education

Community Emergency Response Team (CERT) — May–June 2013

Workshop for Newcomers in Development — Sept 2012

Introduction to Personal Solicitation — Sept 2012

GRANTS, HONORS, AND AWARDS

Sigma Chi Professor Appreciation, University of Utah — Feb 2018

University of Utah Office of Global Engagement "Global Learning across the Disciplines" Grant — Oct 2016
    for "Transcending Borders: Embedding Global Citizenship within Architecture & Design
    Curricula," PI of multi-disciplinary team ($10,000)

University of Utah Asia Center grant for travel related to research on Team Zoo ($500.) — Feb 2015

University of Utah Asia Center grant for Tohoku: Through the Eyes of Japanese Photographers — Aug 2014
exhibit ($500)

Elected to the College of Fellows of the American Institute of Architects   Feb 2014

University of Utah Asia Center grant to offset student travel costs for "Materials and Construction in Japanese Architecture" study abroad trip ($10,000.)   Jun 2013

University of Utah Asia Center grant to complete research on post-disaster recovery in Iwate Prefecture, Japan ($2,780)   Mar 2013

John R. Park Teaching Fellowship, University of Utah ($5,000.)   Feb 2013

Zen Gardens selected as a 2012 Book of the Year by the *Financial Times*, p. 27.   Dec 1-2, 2012

Zen Gardens selected as a 2012 Book of the Year by *Publishers Weekly*.   Oct 2012

Japan Foundation travel grant for "Authority and Architecture in Japan: Literary Depictions of Power and Disaster in the Built Environment" summer 2012 study abroad trip, with Dr. Mamiko Suzuki of the Japanese Language and Literature Department ($33,009.)   May 2012

University of Utah Asia Center grant to offset student travel costs for "Authority and Architecture in Japan: Literary Depictions of Power and Disaster in the Built Environment" summer 2012 study abroad trip, with Dr. Mamiko Suzuki of the Japanese Language and Literature Depart. ($5,000.)   Mar 2012

Traditional Japanese Architecture selected as finalist for 2010 Book of the Year Award by *ForeWord Reviews*.   Mar 2011

PUBLIC LECTURES AND PRESENTATIONS

"Shunmyo Masuno's Zen Gardens," University of Colorado-Denver lecture series, Denver, CO   Oct 2017

"Experiential Learning," CTLE Annual Teaching Symposium, University of Utah   2018, 2017, 2016

"Place Matters: Design-Build in the Utah Desert," Satoumi-Satoyama Symposium, hosted by Kanazawa University in Noto, Japan   Feb 2016

"Japanese Gardens," Freer and Sackler Galleries, Smithsonian Institution, Washington, DC   Apr 2015

"Japanese Landscape: An Aspect of Healing and Meditation," Catholic University School of Architecture and Planning, Washington, DC   Apr 2015

"Japanese Landscape: An Aspect of Healing and Meditation," Cosmos Club, Washington, DC   Apr 2015

"Traditional Japanese Architecture," The National Building Museum, Washington, DC   Aug 2014

"Shunmyo Masuno's Zen Gardens," The Huntington Library & Gardens, San Marino, CA   Jan 2014

"The Mystery and Mastery of Japanese Gardens," Town Club, Salt Lake City   Jul 2013

"Living Small – Japanese Traditions," AIA UT COTE Small Project – Big Idea conference, Salt Lake City   May 2012

"From Earth to Sky: Elements of Traditional Japanese Architecture," University of Arkansas, Fayetteville, Arkansas   Apr 2012

RESEARCH ACTIVITIES
BOOKS

Zen Gardens II: The Recent Works of Shunmyo Masuno (working title), under contract discussion with Tuttle Publishing: Tokyo and Rutland, VT; a second volume of the traditional and contemporary Zen gardens Yokohama-based Zen priest, Shunmyo Masuno.   forthcoming fall 2020

Zen Gardens: The Complete Works of Shunmyo Masuno, Japan's Leading Garden Designer, Tuttle Publishing: Tokyo and Rutland, VT.   Oct 2012

Traditional Japanese Architecture: An Exploration of Elements and Forms, Tuttle Publishing: Tokyo and Rutland, VT.   Nov 2010

Super Potato Design: The Complete Works of Takashi Sugimoto, Japan's Leading Interior Designer, Tuttle Publishing: Tokyo and Rutland, VT.   Nov 2006

REFEREED/EDITED PUBLICATIONS

"Cultivating Consciousness: Shunmyo Masuno's Zen Gardens Outside Japan,"   forthcoming
for *The Journal of the North American Japanese Gardens Association*: Portland, OR   fall 2018

"Architecture in Pre-Modern Japan" for the *Encyclopedia of Asian Design*. Bloomsbury   2018
Publishing PLC: London.

"Buying Brand Name Buildings for Rural Revitalization in Japan: The Case of Kengo Kuma's   Aug 2014
Hiroshige Ando Museum," in *Perspecta 47: Money*. James Andrachuk, Christos C. Bolos, Avi
Forman, and Marcus A. Hooks, Eds. The MIT Press: Cambridge, MA.

"Silicon Slope: Adobe Systems Utah Campus," in *Architectural Record*, pp. 101-105   Aug 2013

"Obituary: Yukio Futagawa (1932-2013)," in *Architectural Record* online, http://archrecord.   Mar 20, 2013
construction.com/news/2013/03/130320-Obituary-Yukio-Futagawa-1932-2013.asp

REFEREED PRESENTATIONS

"Shunmyo Masuno's Zen Gardens Outside Japan," North American Japanese Gardens   Sept 2018
Association (NAJGA) 2018 International Japanese Gardens Conference, Portland, OR

"Zen gardens, Healing Gardens: Gardens by Shunmyo Masuno," North American Japanese   Mar 2016
Gardens Association (NAJGA) 2016 International Japanese Gardens Conference, Delray Beach, FL

"Enthusiastic Architecture: The Role of Play in the Work of Team Zoo," the 7th International   Mar 2013
Conference on Design Principles and Practices, University of Chiba, Japan

INVITED RESEARCH AND DESIGN PROJECT REVIEWS

Undergraduate design studio final review, SCI-Arc Tokyo Summer Studio, Tokyo   Jul 2014

Undergraduate design workshop final review, SCI-Arc with Hosei University, Tokyo University,   May 2014
   Keio University, Meiji University, and Kogakuin University, Tokyo

REVIEWS, INTERVIEWS, AND CITATIONS OF RESEARCH

"When is a Garden Not a Garden?," review of *Zen Gardens* by Gerald McLoughlin in *Sweeping*   May 14, 2015
   Zen: The Definitive Online Who's Who in Zen, online at: http://sweepingzen.com/when-is-a-
   garden-not-a-garden/

Review of *Zen Gardens* by Graham Hardman in *Shakkei*, vol. 19, no. 3, pp. 2-7.   Winter 2012-13

Review of *Zen Gardens* by Meg Nola in *ForeWord*, pp. 56-57.   Winter 2013

Review of *Zen Gardens* in *Financial Times Books of the Year*, p. 17   Dec 2, 2012

Review of *Zen Gardens* by Sarah Milliken in *Garden Design Journal*, issue 12, p. 44   Dec 2012

Citation of *Zen Gardens* in *Shambala Sun Space*, online at http://shambhalasun.com/   Nov 15, 2012
   sunspace/?p=29784

Zen Gardens included in "Best Books 2012" by Publishers Weekly, online at   Nov 2012
   http://www.publishersweekly.com/pw/best-books/2012/lifestyle#list

"Zen and the Art of Landscaping," review of *Zen Gardens* in Buddhist Art News, online at   Oct 13, 2012
   http://buddhistartnews.wordpress.com/2012/10/17/zen-and-the-art-of-landscaping/

Starred review of *Zen Gardens* in *Publishers Weekly* (available online at: Sept 3, 2012
   http://edelweiss.abovethetreeline.com/CatalogOverview.aspx?catalogID=44210)

"Peace Amid the Pebbles," on *Zen Gardens* by Manote Tripathi, online on *Yahoo! News Malaysia* Aug 1, 2012
   at http://my.news.yahoo.com/feature-peace-amid-pebbles-091003619.html

Review of *Zen Gardens* in *B-1* (Thai language architecture journal), vol. 59, p. 160.   Aug 2012

"Peace among the Pebbles," in *The Nation* by Manote Tripathi (available online at: July 30, 2012
   http://www.nationmultimedia.com/life/Peace-amid-the-pebbles-30187182.html)

"Zen Gardens" interview on syndicated television show "Bookcase" in Thailand with host   July 18, 2012
   Manote Tripathi, (online at: http://www.nationmultimedia.com/video/7266)

CREATIVE WORK
ARCHITECTURAL QUALIFICATIONS

SEED (Social Economic Environmental Design) Professional Certification	2017
LEED AP for New Construction	2009
Licensed Architect, State of Utah, number 5849034-0301	2005
Licensed Architect, Commonwealth of Pennsylvania, number RA-014025-X (inactive)	1995

PROFESSIONAL EXPERIENCE

Principal Architect, Kajika Architecture, with Takayuki Murakami, Japan and the U.S.	Jan 1995–present

PROFESSIONAL MEMBERSHIPS

URBAN (Urban Research Based Action Network) Utah	2018–present
Living Futures Institute	2017–present
Council for Advancement and Support of Education (CASE)	2012–present
American Institute of Architects	2000–present
College of Fellows	2014–present

SERVICE
ACADEMIC SERVICE

University Committees and Programs, University of Utah

Global Health Steering Committee	2018-present
Bennion Center Strategic Planning Workshop	Jan 2018
Bennion Center Associate Director for Community Engaged Learning Search	2017
Sustainability Faculty Learning Community	2017-present
Sustainability Education Advisory Committee	2016-present
University Asia Campus (UAC) Executive Leadership Team	2016-2017
UAC Academic Affairs	2016-2017
Global U Council, Office for Global Engagement	2015-present
Global Learning Across Disciplines (GLAD) grant proposal reviewer	2018
Global Learning Working Group	2016-present
Learning Abroad Working Group	2015-2016
Public Art Advisory Committee (Presidential appointment)	2015-2017
Integrated Learning Faculty Learning Committee, Office of Undergraduate Studies	2015-present
Learning Portfolios Working Group, Office of Undergraduate Studies	2014-2016
Songdo Education for Sustainable Development Conference Planning Committee	2014-2015
Office of Engagement Defining Your Path architecture workshop facilitator	2014, 2015
Honors College Creative Solutions Mentor	2014, 2015
Project Youth design workshop leader, Bennion Community Service Center	2011–2017
Middle East Studies Program review for Graduate School	2014
University Museum of Fine Arts Advisory Committee	2012–2017
Community Engagement Day committee	2012–2017
CA+P Event organizer	2012–2017
University Teaching Assistantship Selection Committee	2013–2014
Student Enrollment Management (SEM) Student Success Committee	2012–2014
Task Force on the Student Experience, Office of Undergraduate Studies	2011–2012
Community Engaged Faculty Affiliates, Bennion Community Service Center	2011–2015
Community Engagement Task Force, Bennion Community Service Center	2010–2015
Architecture Advisory to University campus building projects, Facilities Management	2008–present
Asia Center/Asian Studies Program	2004–present

Departmental and College Committees and Programs, College of Architecture + Planning, University of Utah

City and Metropolitan Planning Department Chair Search Committee, Chair	2017–2018
College Academic Advisor Search	summer 2017
City and Metropolitan Planning Department RPT Committee	2016–present
School of Architecture Leadership Team Chair	2015–present
Digital Fabrication Task Force	2015–present
College "Green Team" Sustainability Task Force	2015–present
College PR Specialist Search Committee	summer 2015
City and Metropolitan Planning Department Chair Search Committee, Chair	spring 2015
College Travel Program Committee	2014–2015
School of Architecture Lixil Invited Competition, faculty advisor	spring 2014
School of Architecture Outreach	fall 2011–2014
School of Architecture Student Outreach group, faculty advisor	fall 2011–present
School of Architecture RPT committee	2011-2015
Architecture Honors Advisor	2005–present
Bailey Travel Fellowship Selection Committee	2012
International Exchange Committee, chair	2011–2012
Consolidating the Story: Mission and Strategic Goals, chair	spring–fall 2011
School of Architecture Search Committees, various	2008-2016
Architecture Honors Advisor	2007–present
Architecture Curriculum	2004–2011, 2014–present

PROFESSIONAL AND COMMUNITY SERVICE

Vernacular Architecture Forum (VAF) Utah Legacy Planning Committee	2017–present
Mali Rising, consulted on school construction for communities in Mali, Africa	2017
ACSA conference paper reviewer	2017, 2012
Architectural Research Centers Consortium (ARCC) abstract reviewer	2017, 2016
International Council on Monuments and Sites (ICOMOS), an Advisory Body to the World Heritage Committee for UNESCO, reviewer for proposal by Kamakura, Japan	Nov 2016
National Conference on the Beginning Design Student (NCBDS) abstract reviewer	2016, 2015
Journal of Architectural Education manuscript reviewer	Oct 2016
AIA Utah Honor Awards jury chair	Aug 2016
Japan Exchange and Teaching (JET) Program Assistant Language Teacher (ALT) and Coordinator for International Relations (CIR) applicant interviewer	2016, 2015
AIA National Small Project Awards jury member	Jan 2016
Tohoku: Through the Eyes of Japanese Photographers, photo exhibit sponsored by the Japan Foundation and the Consulate General of Japan, exhibit and event organization	Aug 2014
Public Interest Design Institute, Utah Awards Jury member	Apr 2014
American Institute of Architects, Utah chapter	
Board of Directors (ex-officio)	2015–present
Honors, Awards, and Fellowship Committee, Board liaison	2018–present
New Facilities Task Force	2017–present
Membership Services Committee (formerly Continuing Education Committee)	2007–2015
Utah State Judicial Facilities Planning Committee	2006–2015
Design Guidelines Revision subcommittee	2010-2012
Utah Film Center design series planning committee	2011–2016

DARIN MASAO MANO

PRINCIPAL, RAW DESIGN STUDIO
A: 517 S. 200 W. SUITE D, SLC, UT 84101
E: DMANO@RAWDESIGNSTUDIO.COM
C: 801.633.5273 O: 801.215.9729

BIOGRAPHY

Darin is a principal and founding Partner of Raw Design Studio, an emerging architecture firm in Salt Lake City, and an Adjunct Instructor in Architecture at the University of Utah's College of Architecture+Planning. He is passionate about architecture, design, construction, and the process of making. Darin is a graduate of Harvard University's Graduate School of Design where he earned his Master's of Architecture and worked as a graduate teaching assistant for design studios and structures courses. Darin also holds a BS in Architectural Studies and a BA in Psychology from the University of Utah. In addition to design, Darin enjoys having his hand in the construction process. He spent a summer as a framing carpenter and designs and builds custom furniture in his spare time.

EDUCATION

Harvard University, Graduate School of Design
Cambridge, Massachusetts
Masters of Architecture, Jan 2012

University of Utah, College of Architecture + Planning
Salt Lake City, Utah
Bachelors of Science in Architectural Studies, May 2008
Graduated Summa Cum Laude

University of Utah, Department of Psychology
Salt Lake City, Utah
Bachelors of Arts in Psychology, May 2008
Graduated Magna Cum Laude

PRACTICE

RAW Design Studio
Principal and Co-Founder, 2012-Present
Architectural design for commercial, residential, retail, medical, and civic projects. Notable commissions include the Monroe Clinic in Monroe, Utah, Topaz Museum in Delta, Utah (completed with Sparano+Mooney Architecture), Blacksage Professional Offices in Draper, Utah, Foothill Family Clinic in Draper, Utah, Parkway Office Building in Draper, Utah, and the Eagle Mountain Health Center in Eagle Mountain, Utah.

Sou Fujimoto Architects
Intern Architect, 2009
Worked in their Tokyo office on the design team for various retail, residential, and commercial projects.

Blackbox Design Studios
Intern Architect, 2009
Worked on all phases of a residential remodel project in Cottonwood Heights, Utah.

Utah Department of Human Services, Juvenile Justice Services
Decker Lake Youth Center, 2009
Worked with adolescents in state custody on various academic, social, and recreational processes.

Hawkeye Construction and Concrete
Framing Carpenter, 2006
Worked as a wood framing carpenter on custom residential projects in Salt Lake City, Utah.

TEACHING

University of Utah, Department of Architecture
Adjunct Professor of Architecture, Present
Courses include: Major1 Design Studio (Fall 2013, 2014, 2015) and Advanced Design Workshop (Spring 2014, 2015, 2016, Fall 2014), 3+ Intensive Architectural Studio/Communications (Summer 2015), and Honors People and Place (Fall 2015, Spring 2016). Projects range from abstract 3D design problems to full scale installations and full architectural design problems.

Art Institute of Salt Lake City, Interior Design Department
Guest Design Critic, 2012-Present
Has attended final reviews for design studios in hospitality, retail, residential, and sustainable design.

Harvard University, Graduate School of Design
Graduate Teaching Assistant, Spring 2011
Assisted Professor Florian Idenburg with his Fourth Semester Core Architectural Design Studio.

Harvard University, Graduate School of Design
Graduate Teaching Assistant, Spring 2011
Assisted Professor Martin Bechtold in teaching the Analysis and Design of Building Structures II course.

Harvard University, Graduate School of Design
Graduate Teaching Assistant, Spring 2011
Assisted Professor Patrick McCafferty in teaching the Analysis and Design of Building Structures I course.

AFFILIATIONS

American Institute of Architects
Licensed Member, 2012-Present

AIA Utah Young Architect's Forum
Member, 2014-Present; Chair, Jan 2016-Present

Harvard Alumni Association of Utah
Member, 2012-Present; Board of Directors, Sep 2015-Present

Ballpark Community Council
Board of Directors, Jan 2016-Present

Japanese American Citizens League
Member, 2010-Present

AWARDS

2008: University of Utah Commencement Speaker
Chosen as an Alternate Speaker for the 2008 University Wide Commencement Ceremony

2007: University of Utah Department of Architecture Scholarship
Scholarship Grant for Academic Performance in Architecture Courses

2007: University of Utah Department of Psychology Scholarship
1-Year, Full-Tuition Scholarship for Academic Performance in Psychology Courses

EXHIBITIONS

Harvard University GSD Studioworks Exhibition
Jan-Apr 2009. Work Exhibited: Boston Public Library Project, Inge Rocker Design Studio.

Master's Thesis Exhibition, Harvard University GSD
May-June 2012. Work Exhibited: Topaz Museum and Memorial, Master's Thesis Project, Advisor: Jonathan Levi.

Japan Festival Cultural Exhibition, Salt Lake City, UT
April 2012. Work Exhibited: Topaz Utah Museum and Memorial, Master's Thesis Project, Advisor: Jonathan Levi.

PUBLICATIONS

"A View on Harvard GSD Volume 1", Tank Form Ltd., 2009.
Work Published: Boston Public Library Project, Inge Rocker Design Studio.

"GSD 08 Platform: A Year of Research at the Harvard University GSD", Actar, 2008.
Work Published: Tripled Dormer Project, Eric Howeler Design Studio.

"Alternative Futures for Taihu, Beijing, China", Harvard GSD, 2011.
Work Published: Taihu, China Urban Design Project, Joint Landscape Architecture and Urban Planning Studio.

BOGART McAVOY

CURRICULUM VITAE

Bogart McAvoy
bogart@design.utah.edu

Education 01

Graduate

2017   Master of Architecture
                                                          University of Utah
                        College of Architecture & Planning Salt Lake City, UT.

Undergraduate

2014   Bachelor of Science Architectural Studies
                                                          University of Utah
                        College of Architecture & Planning Salt Lake City, UT.

2011   Associate of Science Architectural Technology
                              Salt Lake Community College Salt Lake City, UT.

Professional Experience 02

2005-Present   Digs Utah LLC
                              Property Management | Real Estate Development
                                                    Owner | Managing Partner

2015-2017   Modern Craftsman
                                            Digital Design | Project Manager

2000-2009   Mahler Management
                              Property Management | Real Estate Development

Teaching 03

2017-Present   Associate Instructor | University of Utah
                                            College of Architecture & Planning
                                                    Multi-Disciplinary Design
                                    ARCH 2630 - Design Foundation Workshop
                                          DES 4011 - Capstone Design Studio
                                          DES 3510 - Design Product Studio 01

Administration 04

Current

University of Utah
College of Architecture & Planning
Multi-Disciplinary Design
Coordinator | Design Foundations
Coordinator | Design Foundations Workshop

Conferences 05

2018

NCBDS 34 - National Beginning Design Conference : Time
University of Cincinnati
Attendee

Public Art 06

2015-2018

Burning Man | Black Rock City | Nevada
Co-designer | Lead Fabricator | b00th (2015-2016) | Vantage Point (2017)
Dry Eye Theater (2018)
b00th was an interactive approved and placed piece through
the Burning Man Organization Artery program,
Vantage Point was a mobile interactive art piece
both pieces were conceived by David Heiblem
Dry Eye Theater was a temporary interactive art piece
conceived by Sam Ponder
Salt Lake City | Utah
Co-designer | Gateway: Art Shop Project (2017)
Art Shop Project is an ongoing call for window designs for vacant
retail spaces in Salt Lake City's Gateway retail center. Cameron Hooyer
and I were awarded one of these spaces

Community 07

2014-Present

Member Board of Directors Wasatch Community Gardens

2008-2012

Big Brothers Big Sisters Utah

2009

All Hand Volunteers: Haiti

Awards 08

2015   **AIA, Urban Design Utah, Merit Award**

University of Utah
College of Architecture & Planning Salt Lake City, UT.

JONATHAN MILLS | Curriculum Vitae 2018

Visiting Assistant Professor
Social Impact Coordinator
Multi-Disciplinary Design
College of Architecture + Planning
University of Utah
mills@design.utah.edu

EDUCATION

Master of Science in Architecture, Concentration in Industrial Design | Virginia Tech | May 2010
>   Graduate Thesis: Why We Draw: An Exploration Into How and Why Drawing Works; Summa Cum Laude

Bachelor of Science in Industrial Design | Virginia Tech | May 2007
>   Senior Thesis: "Autonomous Personal Transportation"; Magna Cum Laude

ACADEMIC EXPERIENCE

Visiting Assistant Professor, Multi-Disciplinary Design | University of Utah | August 2015-Present

Courses taught:

DES 3611 Design Studio II | Spring 2018
>   Multiple projects focusing on physical product design, specifically the life cycles of packaging and its relationship with/to products; inspired by material and waste ecosystem research from the Spring 2017 class, pinpointing specific physical design interventions in regards to packaging to apply reduction, reutilization, and recycling strategies. (22 students)

DES 3000 Communications III | Spring 2018
>   Advanced two-dimensional design communication techniques; incorporation of digital drawing/layout media and modified workflow for presentation of design concepts and contexts; half-term. (22 students)

DES 4610 Design Studio III | Fall 2017
>   Project: Steelcase: Workspace Futures; senior-level studio focusing on the future of workspace design and human productivity behaviors; leverage existing, industry-leading workplace productivity research from Steelcase to propose design strategies and interventions; topics including interface design, data visualization design, product development, service design, and policy design. (16 students)

DES 3611 Design Studio II | Spring 2017
>   Project: Material Ecologies; junior-level studio focusing on direct application of research and design methods to complex problem spaces; in partnership with Trans-Jordan Landfill and Materials Science Engineering (Univ. of Utah) to map lifecycle of designed goods, structures, and services and propose design interventions; topics including interface design, data visualization design, product development, service design, and policy design. (18 students)

DES 4010 Capstone Studio Minor | Spring 2017
>   second design studio for pre-major and minor students; focusing on further development of strategies for employing design principles and elements; continuation of 2- and 3-dimensional design, prototyping, and resolution techniques; introduction of complex functions to design problems. (21 students)

DES 1630 Rapid Visualization | Spring 2017
>   introductory, comprehensive drawing course for pre-major design students (also open to university); establishing foundational 3-dimensional, analog construction approach with aim of developing rapid visualization capabilities; hand-drawing techniques including construction, shadow, shading, material expression, explanatory drawings. (32 students)

DES 4610 Design Studio III | Fall 2016
>   Project: Adaptive Futures; in-major studio developing design process as applied to the future of human adaptation; advise and guide from concept to delivery; topics including interface design, data visualization design, product development, service design, and medical/health solution design. (16 students)

DES 3600 Design Studio | Fall 2016
>   introductory design studio for pre-major and minor students; focusing on establishing foundational understanding and strategies for employing design principles and elements; development of 2- and 3-dimensional design, prototyping, and resolution techniques. (15 students)

DES 1630 Rapid Visualization | Fall 2016
>   introductory, comprehensive drawing course for pre-major design students (also open to university); establishing foundational 3-dimensional, analog construction approach with aim of developing rapid visualization capabilities; hand-drawing techniques including construction, shadow, shading, material expression, explanatory drawings. (31 students)

DES 3611 Design Studio II | Spring 2016
>   Project: AirMed Design; junior-level studio focusing on direct application of research and design methods to client-based project; in partnership with AirMed of Univ. of Utah Healthcare (emergency medical airlift service); topics including inventory/interface design, data visualization design, product development (in-aircraft and in-hospital), service design, and medical/health solution design. (17 students)

DES 4010 Capstone Studio Minor | Spring 2016
>   Project: Climbing Safety and First Aid; pre-major studio introducing design process as applied to direct problem solving in first aid and indoor/outdoor climbing safety; in partnership with Parks, Recreation, and Tourism department (Univ. of Utah); topics including interface design, product development, service design, and community/education designs. (12 students)

DES 1630 Rapid Visualization | Spring 2016
>   introductory, comprehensive drawing course for pre-major design students (also open to university); establishing foundational 3-dimensional, analog construction approach with aim of developing rapid visualization capabilities; hand-drawing techniques including construction, shadow, shading, material expression, explanatory drawings. (32 students)

DES 4610 Design Studio III | Fall 2015

Project: Adaptive Sport Design; in-major studio developing design process as applied to adaptive sports; in partnership with Dr. Jeffrey Rosenbluth and the Spinal Cord Injury program (Utah Healthcare) and TRAILS outdoor recreation program; advise and guide from concept to delivery; topics including interface design, product development, service design, and medical/health solution design. (12 students)

DES 4010 Capstone Studio Minor | Fall 2015

Project: United States Forest Service Design; pre-major studio introducing design process as applied to client- or partner- relationship; in partnership with David Whittekiend, USFS Forest Supervisor, Uinta-Wasatch-Cache Forest to aid USFS in meeting their 5-year strategic plan; topics including interface design, data visualization design, product development, service design, and community/education designs. (10 students)

DES 1630 Rapid Visualization | Fall 2015

introductory, comprehensive drawing course for pre-major design students (also open to university); establishing foundational 3-dimensional, analog construction approach with aim of developing rapid visualization capabilities; hand-drawing techniques including construction, shadow, shading, material expression, explanatory drawings. (28 students)

Program Coordinator, Industrial & Interaction Design | Syracuse University | June 2014-May 2015

Responsibilities: oversee successful operation of the Industrial & Interaction Design program, including course time and location scheduling, staffing and hiring of full-time and adjunct faculty, budgetary planning and oversight, as well as representing program and faculty needs in Design Department-wide meetings and committees; continued curricular development and updating of program offerings and structure to respond to changing landscape of design education; articulation of program stance and representation to prospective student-facing media; advisement and resolution of student population issues and concerns; expansion of program teaching/classroom resources and equipment.

Assistant Professor, Industrial & Interaction Design | Syracuse University | August 2010-May 2015

Courses taught:

IND 574 Thesis | Spring 2015

advise and guide 5th-year students through the realization of their culminating thesis project from concept to delivery; topics including interface design, data visualization design, product development, service design, and medical/health solution design. (34 students)

IND 204 Technical Graphics | Fall 2014

drawing for designers, comprehensive drawing course for incoming design students; continued development of three learning modules: 1) How to Draw, 2) How to Use Visuals, and 3) How to Think Through Drawing; overlap with IND 271 (Introduction to Form I) for form-generation workshop with visiting guest Joe Ballay from MAYA Design, Pittsburgh, PA. (38 students, two sections)

DES 648 Design Communications | Summer 2014

introductory graphic communications course for inaugural class of incoming graduate students with little or no previous design experience; students with various cultural and occupational backgrounds; development of foundational understanding of what, when, how, and to whom designers communicate. (3 students)

IND 574 Industrial & Interaction Design Thesis | Spring 2014

advise and guide 5th-year students through the realization of their culminating thesis project to be exhibited at Syracuse's New York facility; projects ranging from product development, health solutions, interface design, through service and system design. (20 students)

IND 571 Product Practicum | Fall 2013

Client-based studio course; students designing renewable energy demonstration units for The Three Birds Foundation, which focuses on equipping low-income grade schools in Washington, D.C. area with renewable energy education technologies; collaboration with electrical engineering students at University of Maryland's MESA Lab. (10 students, one of two sections)

IND 204 Technical Graphics | Fall 2013

drawing for designers, comprehensive drawing course for incoming design students; recent course development includes subdivision into three learning modules:
How to Draw | development of basic drawing techniques (line, plane, perspective, rendering)
How to Use Visuals | industry-standard visualization methods (exploded & section views, storyboarding)
How to Think Through Drawing | development of higher-level design dialogue enabled by drawing. (39 students, two sections)

IND 476 Environmental Practicum | Spring 2013

designing for cultural environmental contexts; partnered with Housing and Homeless Coalition of Syracuse to address factors and impacts of homelessness in the Syracuse area; focused also on attainable educational materials for primary/secondary schools in remote Kenya, with all designs deliverable through standard 8.5"x11" printer paper. (13 students, one of two sections)

IND 276 Visualization & Representation | Spring 2013

development of visualization course utilizing translation of concepts such as time, hierarchy, visual literacy, and sequence into graphic representations of concepts; transition from focus on learning Adobe CS software to utilizing digital tools as part of designer workflow. (40 students, two sections)

IND 204 Technical Graphics | Fall 2012

drawing for designers, comprehensive drawing course for incoming design students; hand-drawing techniques including pen, pencil, marker, pastel, transfers and digital media including tablet, Photoshop, Sketchbook Pro. (40 students, two sections)

IND 375 Human Factors for Designers | Fall 2012

exploration of human-centered design considerations in product, service, and environmental design; reverse-engineering of anthropometric concerns of products, design/redesign of human body parts to regain, replace, or enhance human physical ability. (38 students, two sections)

IND 574 Industrial Design Thesis | Spring 2012

advise and guide 5th-year students through the realization of their culminating thesis project to be exhibited at Dumbo Arts Center (DAC), NYC, May 2012. (24 students)

IND 376 Digital Surface Modeling | Spring 2012

3-dimensional, computer aided drawing; product design and fabrication preparation utilizing SolidWorks software and laser cutting, CNC milling, and fused-deposition modeling processes; all computer techniques paired with physical output/prototypes. (26 students)

IND 272 Principles of Industrial Design II | Spring 2012
> second half of introductory course for 2nd-year students; focusing on sustainability issues and designer's role in creation of artifacts and experiences. (17 students, one of two sections)

IND 571 Product Practicum | Fall 2011
> professional practice, studio-based course focused on designing for social impact; partnered with rural schools in Kenya to design educational furniture and tools, mobile shelters for individuals recently homeless due to economic turmoil, material upcycling. (15 students)

IND 375 Human Factors for Designers | Fall 2011
> exploration of human-centered design considerations in product, service, and environmental design; partnered with medical products company WelchAllyn to rethink/redesign the ambulatory care experience.
> (26 students)

IND 273 Principles of Industrial Form I | Fall 2011
> first introductory course focusing on observing, describing and realizing 3-dimensional form; projects included brand combination trophy, form catalogue, and geoform mold-making and casting in various materials.
> (16 students, one section)

IND 376 Digital Surface Modeling | Spring 2011
> 3-dimensional, computer aided drawing; product design and fabrication preparation utilizing SolidWorks software and laser cutting, CNC milling, and fused-deposition modeling processes; all computer techniques paired with physical output/prototypes.
> (33 students, two sections)

DES 100 Visualization Techniques | Spring 2011
> advanced hand-drawing and rendering course for 3rd-5th year students at request of student body for additional drawing techniques; workshop-based exercises and activities on pen, pencil, and marker media.
> (23 students)

IND 375 Human Factors for Designers | Fall 2010
> exploration of human-centered design considerations in product, service, and environmental design; reverse-engineering of anthropometric concerns of products, field trip to Syracuse bus service CENTRO for transportation and ADA awareness; partnered with local disability-advocate community ARISE for 6-week design project meeting needs of community individuals.
> (22 students)

IND 204 Technical Graphics | Fall 2010
> drawing for designers, comprehensive drawing course for incoming design students; hand-drawing techniques including pen, pencil, marker, pastel, tranfers and digital media including tablet, Photoshop, Sketchbook Pro.
> (30 students)

PUBLICATIONS/SPEAKING ENGAGEMENTS

Material Recycling + Disposal Convention | Greater Salt Lake Area | January 2018
> Presentation: "Material Ecologies"
> > invited to share the processes and results of the Spring 2017 DES3611 coursework at the 2018 convening of all Material Recycling Facilities (MRFs), landfills, and municipalities in the Salt Lake Valley, as a way of supporting a State- and Nation-wide discussion on material usage, disposal, and recycling in response to changing global dynamics.

INNOVATION Magazine | Industrial Design Society of America | First Quarter 2018
> Article: "Educating Impact"
> > invited to contribute an article to overal theme of "Design at the Margins" (Guest Editor: Ann-Marie Conrado, Notre Dame ID); summary: as design shifts to broader contexts, researching ecosystems to understand and legitimize long-term system impacts as immediate design criteria; sharing of "landfill ecosystem" project as case study.

TEDxHerndon | Herndon, Virginia | May 2017
> Presentation: "Speaking with Images"
> > invited presentation of research and guiding principles for utilizing drawing and visualization as a means of cross-cultural and cross-disciplinary dialogue and conversational tool to fit within theme of TEDx event: Disparate Voices.

Design Principles and Practices | Pontifical Catholic University of Rio de Janeiro | Rio de Janeiro, Brazil | February 2016
> Paper and presentation: "The Ingenuity Exchange: Learning in Both Directions"
> > position paper focusing on insuring that interactions with clients or partners in developing contexts allows for knowledge transfer both to and from the client/partner; isolating the challenges of teaching future designers about social impact design by defining the difficulties inherent in curriculum delivery and transportation to these [specifically global] contexts.

Guest Lecturer | Industrial Design Program, Emily Carr University | Spring 2012
> Lecture: "Synthesis" asked to describe the skills necessary for the next generation of designers; focus on the ability to weave together disparate bits of information, observation, technology, and design methods to provide knowledgeable, actionable design solutions; discussion of future issues (global, local, technological, educational, etc.)

Stir Symposium | Ohio State University | October 2011
> Paper and presentation: "Live Local. Learn Local. Improve Local: A Possible Future for Secondary Education in Developing Countries" (co-authored with Jane Mills)
> > position paper focusing on rethinking the western-influenced model of education in rural East Africa (applicable to other developing regions) and proposing a more adaptive, hands-on, regionally-pertinent educational system; based on research conducted in Kenya during the summer 2011/2007/2006.
> > Full-day workshop consultant: Future of Learning, section 2

National Conference on the Beginning Design Student (NCBDS) 2011: Beginning Of/In the End | University of Nebraska, Lincoln | April, 2011
> Paper and presentation: "Digging Up Ideas: Visually Exposing New Directions"
> > article describing the importance of teaching drawing as a thinking tool rather than merely a technical skill, focusing on the importance of our visual system's ability to make meaning from visual information and the methods of creating that visual information.

PROFESSIONAL ASSOCIATIONS
Member | Industrial Design Society of America (IDSA) | Fall 2005 – Fall 2016; Spring 2018-Present
> member of professional organization to promote design across America and abroad; attendance and participation in several IDSA Regional Conference; served as IDSA Student Chapter Co-Chair, 2006–2007.

Member, Board of Directors | The Three Birds Foundation | September 2011 – June 2013
> US-based, non-profit 501(c)(3) organization whose mission is to improve education, energy use, and the environment through creative renewable energy initiatives at public schools in low-income communities. www.threebirds.org

Vice-Chair, Design for the Majority | Industrial Design Society of America (IDSA) | Fall 2011-Spring 2013
> Eastern Vice-Chair; providing support and encouragement for designers and design programs to engage the largest portion of the world's population; responsible for building database and maintaining resources for designers interested in design-for-majority issues at the national design association level. http://idsa.org/content/panel/design-majority-section

ACADEMIC SERVICE, COMMITTEES, AWARDS, AND COLLABORATIONS
UNIVERSITY OF UTAH
Social Impact Coordinator | Fall 2017-Present
> tasked with developing and coordinating social impact design efforts from and within the Multi-Disciplinary Design program; sharing past, existing and future community-engaged design projects and partnerships with goal of establishing international links for design students and faculty.

Autodesk Faculty Fellowship | Autodesk, Inc. | Fall 2016-Spring 2017
> one of 60 global invited members of inaugural class of Faculty Fellows from Autodesk, Inc.; developing strategies for direct-to-educators resources and curriculum development support; future publication of in-studio case studies (AirMed, Trans-Jordan Landfill projects with junior studio: DES 3611).

Global Faculty Council | Fall 2015-Present
> University committee of interested faculty for development of global initiatives (curricular and administrative) across the university campus; review of University-led proposals for integration of international students, study abroad programs, risk assessment, etc.

National Conference on the Beginning Design Student (NCBDS) Co-Chair | Fall 2016-Spring 2017
> College of Architecture + Planning committee charged with planning and organizing national conference for March 2017 hosted by CA+P; personal responsibilities: development of conference website: http://www.cap.utah.edu/ncbds33/, web graphics, initial call for submission proposals, organization of submissions, reviewers and reviews, final publication materials, organization/formatting of conference proceedings.

Shop Committee | Fall 2016-Present
> College of Architecture + Planning committee focused on effective communication between shop management and various programs/departments in the college; overview of shop use policies, equipment/material needs.

Digital Fabrication Task Force | Fall 2016
> College of Architecture + Planning committee focused on future of digital fabrication technologies and equipment needs in curriculum development within the college; articulation of computer requirement for incoming students to college.

Global Learning Across Disciplines (GLAD) Grant | Fall 2016-Spring 2017
> Grant author/PI: Mimi Locher, Transcending Borders: Embedding Global Citizenship within Architecture & Design Curricula; grant awarded by Office of Global Engagement to develop opportunities and curricular structures within CA+P to integrate global learning opportunities.

SYRACUSE UNIVERSITY
SU IID + Three Birds Foundation | Fall 2013
> semester-long project resulting in renewable energy demonstration unit and product family proposal for client (The Three Birds Foundation); collaboration with University of Maryland's MESA Lab (electrical and computer engineering) to develop and execute design concepts and final deliverables.

Foundations Task Force | Spring 2013
> member of committee tasked with evaluating current situation within the Foundations Department as it relates to Art and Design departments; development of recommendations for how to best situate Foundations and how to address needs of Art and Design departments.

SU IID + HHC | Spring 2013
> 8-week project with the Housing and Homeless Coalition of Syracuse (representatives from VA Housing and VA Justice Outreach) to address factors and impacts of homelessness in the Central New York area; student-led research into community, state, nation, and international implications of homelessness, development of strategies and products to alleviate and educate homeless individuals and communities and resolve gaps in understanding of available services.

Faculty Research and Development Grant | College of Visual and Performing Arts | Fall 2011
> awarded development grant to fund fabrication of 5th-year student-designed educational furniture and tools in northwest Kenya at one primary and one secondary school).

SU IID + WelchAllyn | Fall 2011
> nine-week partnership with medical products company WelchAllyn rethinking/redesigning the ambulatory care experience; organized and facilitated several trips to WelchAllyn's main headquarters and production facility in Skaneateles, NY for project launch and reviews; teams of students designed and prototyped new experiences, culminating in presentation to WelchAllyn executive staff and delivery of final project books. (team presentation boards now on display in WelchAllyn's Skaneateles facility)

Portfolio Committee | Spring 2011
> contributed to development of new entry portfolio framework and review process for students applying to programs within Department of Design, Syracuse University, including Fashion, Industrial & Interaction, Interior, and Communications design disciplines.

Guest Lecturer | Design Odyssey, Syracuse University | Spring 2011
> Lecture: "Ideation" presentation of mechanics of visual systems and why humans are hard-wired to better understand visual information, how to frame problems within a wide range of disciplinesusing visual techniques; given to 150+ Syracuse University students of mixed disciplines (including business, design, engineering).

SU IID + ARISE | Fall 2010

        partnered with Syracuse city-based community organized by and dedicated to human rights of individuals with disabilities; within the context of the Human Factors for Designers course, directed ongoing meetings with community and identified individuals with whom to design; teams of students analyzed, ideated, and

        prototyped designs for their specific ARISE partner, culminating in final presentation to ARISE members and delivery of project book.

IDSA Faculty Representative | Fall 2010 - Spring 2011

        organized and maintained relations between IDSA National and Syracuse University student chapter, as well as student trip to 2011 Regional Conference at RISD.

Academic Advisor | August 2010 - May 2015

        guide and advise 14-18 students per semester on course registration, future career development, letters of recommendation resulting in internships and summer programs.

DESIGN EXPERIENCE

Salt Market + Pepper Market | Fall/Winter 2013

        Development of promotional materials (visual identity, poster, banner, postcards) for locally organized art, craft, and design market in downtown Syracuse (w/ Jane Mills); introduction of collaborative design process to client, ECHO. see: www.saltmarketsyracuse.com

Salt Works | Fall 2013

        Development of identity and branding materials for reclaimed furniture start-up company (w/ Jane Mills) to specifications and satisfaction of three leadership/funding organizations: Syracuse Near Westside Initiative, Northside UP, and Syracuse University. see: www.saltworkssyracuse.com

Pop-Up Adventure Play | Spring 2011

        creation of logo and identity materials for not-for-profit, US & UK-based group; organization's focus on unscripted play in open, public spaces led to whimsical, playful, and encouraging attitude of visual materials. see: www.popupadventureplay.org

Contributing Designer | Ideation | Fall 2008 - Spring 2010

        contributed artwork and provided editing capabilities for ideation sketching book currently in progress, consisting of drawing techniques exemplified by student-created examples and step-by-step instructions; compilation of book under supervision by Prof. Akshay Sharma.

Society of Environmental Journalists Conference Exhibitor | Autonomous Personal Transport | October 2008

        represented College of Architecture and Urban Studies at regional conference in Roanoke, Virginia, presented lobby exhibit to express importance of evaluating the way we currently travel and its effects on natural resources, the environment, and climate change.

Graduate Research Assistant | Autonomous Personal Transport (w/ Prof. Akshay Sharma) | Spring/Fall 2008

        grant-funded research project devoted to rethinking the daily urban commute and human interaction with vehicular travel; funded by the Institute of Critical Technology and Applied Science (January - August; $47,000) and the Institute for Society, Culture and Environment (August - December; $22,000); included collaborative course with Mechanical Engineering students and faculty (Prof. Al Wicks) to produce vehicle prototype. http://www.vtip.org/availableTech/technology.php?id=255075

Grant Proposal Co-Author | Autonomous Personal Transport (w/ Howard Chen) | Fall 2007

        employed by School of Architecture + Design to compose prospectus document for seeking University grants and funding for continuation of senior thesis transportation system project.

Travel Book Co-Author | Maji Safi: Mbara Water Projects 2007 (w/ Howard Chen) | September 2007

        compilation photo book and journal of post-graduation volunteer aid work in Kenya, produced with the intention of sharing our experiences and those of the people we encountered during nine weeks of living and working in rural Kenya. (available on Lulu.com)

Design-Build Team Member | P.L.U.G. Project (with Prof. Matt Lutz) | Spring 2007

        Portable Laboratory on Uncommon Ground; interdisciplinary project between College of Architecture and Urban Studies and Virginia-Maryland Regional College of Veterinary Medicine to design and produce a portable, minimal-impact, rapidly-deployable research station for studying chimpanzee populations in Mahale Mountains National Park, Tanzania. http://www.vt.edu/spotlight/innovation/2007-01-15_structure/2007-01-15_structure.html

Advertising Production Graphic Artist | Collegiate Times | Spring 2006 - Fall 2006

        produced newsprint content for local and national clients for student-run newspaper in Blacksburg, Virginia; created Flash-based online news ads, assisted newspaper layout design, and liaised between clients and sales representatives.

International Contemporary Furniture Fair | Summer 2005

        exhibited rolled-steel rod and canvas sling chair as part of the Virginia Tech School of Architecture + Design's display, themed "Material Presence"; explored the intersection of rough, untreated materials through a sparse steel frame and a one-piece suspended canvas sling.

MILITARY SERVICE

United States Air Force | Virginia Air National Guard | Staff Sergeant (E5) | Jet Engine Mechanic | Sep 2002 - Dec 2009

        Based at Richmond IAP and Langley AFB, and Spangdahlem AFB, Germany; provide reactive and preventive maintenance, troubleshooting, and Quality Assurance and inspection for GE F110-100 and GE F110-129 turbofan propulsion systems for F-16 aircraft, including backshop maintenance and flightline duties, management of parts supply and stocking; Honorable Discharge.

        Basic Training Honor Graduate, Lackland AFB, July 2003: top 10% of all graduates;

        Technical School Airmen Leader, Sheppard AFB, Fall 2003: organize, lead, and manage 200+ technical trainees at squadron level.

        *DD Form 214 paperwork available upon request.

EDUCATION

MASTERS OF ARCHITECTURE 2014

University of Utah
Design Merit Award -
Final (Thesis) Studio
Roger Bailey Traveling
Fellowship, May 2014

BACHELOR OF FINE ARTS   2000

University of Wisconsin
Eau Claire, WI
Honorable Mention, Annual
Student Juried Art Show
Sigrid Rasmussen Scholarship
Gerald Newton Scholarship

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JARRETT MOE

AIA, NCARB, LEED AP BD+C

LEED AP BD+C

PROFESSIONAL EXPERIENCE

METHOD STUDIO - SALT LAKE CITY
PROJECT MANAGER / PROJECT ARCHITECT

September 2017- current >> Lead designer and project manager for commercial and residential projects including Park City Net Zero Energy - affordable housing projects. Areas of leadership include rapid energy modeling and integrating emerging materials and techinques into common practice.

GIGAPLEX ARCHITECTS - PARK CITY
PROJECT ARCHITECT / PROJECT MANAGER

January 2015 - September 2017 >> Lead designer and project manager for commercial and residential projects including Kimball Art Center (2015), Park City Lodging - mixed-use complex (2016), Central Park City affordable housing (2017), Joss Residence (2017) and Prospector Lot G - mixed-use complex (2017). Responsible for design, project management, presentation graphics, analog models, BIM, rapid energy modeling, planning/zoning/code analysis and permitting process with the appropriate governing jurisdictions.

SPARANO + MOONEY ARCHITECTURE - SALT LAKE CITY
INTERN ARCHITECT / DESIGNER

May 2014 - January 2015 >> Design and construction document production under the supervision of principal architect(s). Responsible for conceptual design, construction documents, presentation graphics, analog models and BIM. Construction administration and project management for residential projects.

PARK CITY ARCHITECTURE - PARK CITY
ASSOCIATE DESIGNER

September 2006 - August 2013 >> Responsible for design, construction documents, analog models, BIM and construction management assistance for residential projects.

JACOBSEN CONSTRUCTION - CITY CREEK CENTER
PROJECT CONSULTANT

February 2011 - May 2011 >> Responsible for reconciling record set(s) of plans and specifications including establishing the baseline protocol. Tracking of time and techniques to assist management in establishing efficiency standards.

EARTHWALL BUILDERS, INC. - PARK CITY
PROJECT MANAGER / DESIGNER

September 2008 - May 2013 >> Responsible for research, design and erection of stabilized insulated rammed earth wall systems. On and off site project management, including project development and design consultation. Key commercial projects include the Southeast Wyoming Welcome Center, (Cheyenne, WY) by AMD Architects (Denver, CO.)

JARRETT MOE

AIA, NCARB, LEED AP BD+C

PERSONAL PROFILE

As a native of Minnesota, I fell in love with the out-doors as a child. My parents taught me to respect and enjoy nature. Stewardship of the natural environment was just part of my agrarian upbringing. As a competi-tive skiing athlete, I learned the valuable relationship between talent and effort. I moved to Utah in 2001 to work for the Olympic Winter Games; and fell in love with the Wasatch mountains. After the games I served as the program director for Nordic Sport Programs at the Utah Olympic Park before making my way into architecture.

CONTACT

1641 PHEASANT WAY
PARK CITY, UT 84098

PHONE

435-640-6850

EMAIL

JARRETTJMOE@GMAIL.COM

LEADERSHIP

GUEST LECTURER
INTERNATIONAL SCULPTURE CENTER
November 2015 >> "Identity in Landscape - Exploring connections between Land Art, Landscapes and Architecture"
Int'l Sculpture Center - 25th Int'l Sculpture Conference
Phoenix Arizona

RESEARCH ASSISTANT
UNIVERSITY OF UTAH - ITAC CENTER
August 2013 - February 2014
"Solid Timber Construction - Process, Practice, Performance"
Ryan E. Smith, Author
Published Aug. 2015

TEACHING ASSISTANT
UNIVERSITY OF UTAH - CA+P
Spring semester 2013 / 2014 >> Arch 4270 - Architectural Theory

MITTELSTADT OFFICIALS AWARD
UNITED STATES SKI & SNOWBOARD ASSOCIATION
May 2013 >> National Award of Excellence for outstanding performance as a ski jumping official

EARTHWALL BUILDERS AIA CE INSTRUCTOR
2010 - 2012 >> "Designing with Rammed Earth"
Earthwall Builders, Inc. AIA Utah

Anne G. Mooney, AIA, NCARB, LEED_{AP}

Associate Professor

EDUCATION

Southern California Institute of Architecture (SCI-Arc)   Los Angeles, CA
Master of Architecture. Honors: Graduation with Distinction   1996

Columbia University, Graduate School of Architecture   New York, NY
Graduate Studies in Architecture   1992

University of Utah   Salt Lake City, UT
Bachelor of Arts in Business, Spanish Minor   1987

PROFESSIONAL PRACTICE

1997-present   **Sparano + Mooney Architecture**, Los Angeles, CA & Salt Lake City, UT Principal Architect and co-founder of research-based architectural practice focusing on civic and community-related projects including museums, recreation and community centers, places of worship, public works projects and private residences.

PROFESSIONAL AFFILIATIONS

Licensed Architect, State of Utah

Member, American Institute of Architects, 2010-present

National Council of Architectural Registration Boards Certified, 2010-present
Utah Heritage Foundation, Salt Lake Modern Committee, 2010-present
United States Green Building Council, 2005-present

Public Architecture's 1% Solution (charter member), 2001-present

Member, Utah Museum Association

National Association of Women Business Owners, 2006-2014

DESIGN AWARDS (Peer Reviewed)

AIA Architectural Firm of the Year, Western Mountain Region, 2016

Design Award: Utah Arts Council, DesignArts 16, juried by James Childress, Chair of the National AIA Committee on Design, *Pulsar Project*, 2016

AIA National Design Award: Faith + Form Religious Architecture, (New Facility), *St. Joseph the Worker Church*, 2015

Design Award: Utah Arts Council, DesignArts 15, juried by Randy J. Hunt, Creative Dir. of Etsy, *glashausen*, 2015

AIA Young Architect of the Year, Western Mountain Region, 2014

Design Award: Utah Arts Council, DesignArts 13, juried by Monica Ponce de Leon, Dean of Architecture & Urban Planning at the University of Michigan, *St. Joseph the Worker Church*, 2013

AIA Architectural Firm of the Year, Utah Chapter, 2012

Design Award for Built Work: AIA Western Mountain Region, *St. Joseph the Worker Church,* 2012

National Design Award for Built Work: American Concrete Institute, *St. Joseph the Worker Church*, 2012

Design Award and Jury Prize: DesignArts Utah, juried by David Revere McFadden, Museum of Arts & Design New York, *Kimball Art Center,* 2012

Design Award: DesignArts Utah, *Manhattan Beach Bench Prototypes*, 2012

SIGNIFICANT COMMISSIONED DESIGN PROJECTS (Partial List Including Role in Project)

Salt Lake Cultural Core Master Plan, Salt Lake City and Salt Lake County, UT, 2016: Principal-In-Charge

Salt Lake City Redevelopment Agency Residential Infill Project, Salt Lake City, UT, 2016: Principal-In-Charge

Pulsar Residence, Salt Lake City, UT, 2016: Principal-In-Charge

Nora Eccles Harrison Museum of Art, Logan, UT, 2016: Principal Designer

Net Zero Gymnasium, City of Los Angeles, CA, 2016: Principal Designer

Big Cartel Headquarters, Salt Lake City, UT, 2016: Principal-In-Charge

Park City Recreation Facilities Master Plan, Park City, UT, 2016: Principal Designer

Villa O, West Africa, 2016: Principal-In-Charge

Utah State University Caine College of the Arts, $18M Addition/Renovation, Logan, UT, 2015: Principal Designer

Town of Alta Commercial Core Master Plan, Alta, UT, 2015: Project Team

Central Ninth Mixed-Use Housing Project, Salt Lake City, UT, 2015: Principal Designer

Historic Fort Moore Monument Restoration, Los Angeles, CA, 2015: Project Team

Topaz Museum and Education Center, Delta, UT, 2014: Principal-In-Charge

Sipopo Performing Arts Center, West Africa, 2014: Principal Designer

Artists Residence, Santa Fe, NM, 2012: Principal-In-Charge

PUBLISHED REVIEWS OF ARCHITECTURAL WORK

"Modern Mountain House in a Utah Canyon", Houzz, September 2016

"Sparano + Mooney Architecture Clads Utah Residence in Hundreds of Scale-Like Steel Shingles", Dezeen, August 2016

"Opening Act", Natalie Taylor, Utah Style & Design, Summer 2016 (cover story)

"Project Highlight: glashausen", AIA Utah Reflexion, Spring 2016

"Religious Architecture New Facilities Award: Saint Joseph the Worker Catholic Church", Faith + Form, No. 4, 2015

"The glashausen project", Utah Division of Arts & Museums, DesignArts Utah, 2015

"Modern Homes Throughout the Southwest", Dwell Magazine, March 2015

"Amazing Grace", Brad Mee, Utah Style & Design, April 2014

"Place of Worship: Saint Joseph", cityhomeCollective blog, March 2014

"Comfort Zone: A Magnetic House", Sierra Magazine, July/August 2013

"Sparano + Mooney: Church", Domus Magazine, May 2013

"Saint Joseph the Worker Church: Utah Church References Mining History", Ana Martins, Mark Magazine, May 2013

"Divine Design", Design Bureau, May 2013

Architectural Design For Contemporary Community Center: Ideal Space Series, Toshi Yashimi, Ifengspace Media Co Ltd., 2013

"Arcadia Historical Museum", Phaidon Atlas, Phaidon Press Ltd., 2013

"St. Joseph the Worker Church", Phaidon Atlas, Phaidon Press Ltd., 2013

"Canyon House", Phaidon Atlas, Phaidon Press Ltd., 2013

"Place of Worship: Emigration Modern", cityhomeCollective blog, May 2013

"Emigration Canyon Home is First Recipient of LEED Silver Green Home Certification", Jetson Green, February 2013

"Local Architects Continue Award-Winning Ways", Intermountain Catholic, January 2013

"Sparano + Mooney Architecture Named 'Firm of the Year'", Utah Construction & Design Magazine, January 2013

"Sparano + Mooney's Beautiful Kimball Art Center Proposal Takes Inspirations From Aspens", Bridgette Meinhold, Inhabitat, January 2012

"Sparano + Mooney Architecture", cityhomeCollective, August 2012

"Waffle Like Abodes: The Sparano + Mooney Architecture Emigration Canyon Residence is Clean-Cut", Shiori Mine, TrendHunter, August 2012

"Sparano + Mooney's Kimball Art Center, Park City (USA)", Architectura Viva, Proyectos (Spain) Issue 49, 2012

"Idea Project" (Kimball Art Center), Byeon Na Rae (ed), Architecture & Culture (Korea), Issue 371, April 2012

"Special Section: Green Design and Products" (Canyon Residence), Builder Magazine, July 2012

"Kimball Art Center Park City in Utah, USA", Wettbewerbe Aktuell Magazine (Germany), April 2012

"Sustentável" (Canyon Residence), Vanessa Sarzedas, Construir Magazine (Venezuela), Número 153, 2012

AUTHORED PUBLICATIONS + TECHNICAL REPORTS

"Cultural Core SLC Action Plan", Sparano + Mooney Architecture in collaboration with the Cultural Planning Group, Salt Lake City & Salt Lake County, 2016

"Utah State University Caine College of the Arts Facility Needs Assessment and Programing Study", 2015

LECTURES + INTERVIEWS + FILMS

Invited Lecture, University of New Mexico, Fall 2016

Architectural Workshop (4-hour) sharing Sparano+Mooney Design Process, American Institute of Architects, Santa Fe, NM, Fall 2016

Interview with the Wall Street Journal, Park City Glenwild Residential Project, by Nancy Keates, July 2016

"PROCESS: The Architecture of Sparano + Mooney", University of Utah School of Architecture Lecture Series, Salt Lake City, UT, 2016

Featured Interview on artist Anna Campbell Bliss, 2016

"A Stage for Living" film featuring Emigration Canyon House by Nova Lux, Marcus McDonald, Director, 2016

Invitational Lecture on site-specific design in art and architecture in the American West, IMMERSION Symposium, Open Air Museum, Goldwell, NV, 2015

Panelist in discussion of firm culture and design process, American Institute of Architects, Utah Chapter Annual Conference, Provo, UT, 2015

Invited Lecture on concept and architecture in the American West, American Institute of Architects, Western Mountain Region Conference, Keystone, CO, 2015

Featured Project, United States Green Building Council Green Home Tour, 2015

Keynote Address, American Institute of Architects, Central Utah Annual Conference, Provo, UT, 2014

Lecture on architecture in the American West, Mayor's Symposium, Leonardo Museum, Salt Lake City, UT, 2014

Invitational Lecture on design work, CoLab Gallery Spring Lecture Series, Las Vegas, NV, 2013

Keynote Presentation, American Institute of Architects, Oregon Design Conference, Portland, OR, April 2012

Invited Lecture on design work, Utah State University, Logan, UT, March 2012

JURIED EXHIBITIONS

AIA National Convention, Exhibition of Creative Work, St. Joseph the Worker Church, Philadelphia, 2016
Pulsar Project, Rio Gallery, Salt Lake City, September-October 2016

The Glashausen Project, Rio Gallery, Salt Lake City, 2015

Heuristic Device, Emigration Canyon Residence, Strut Exhibit, University of Utah Marriott Library, 2014
St. Joseph the Worker Church, Rio Gallery, Salt Lake City, 2013

Top 10 Global Mountain Architects Exhibition, Curated by Dwell Magazine + Michelle Kaufman, 2013

Kimball Art Center, featured project (Winner of Exhibition's Jury Prize), Design Arts Utah exhibition, Rio Gallery, Salt Lake City, UT, June-July 2012

Manhattan Beach Bench Prototypes, featured project in Design Arts Utah exhibition, Rio Gallery, Salt Lake City, UT, June-July 2012

INVITED EXHIBITIONS

Kimball Arts Center, Best of Design Arts UT, Statewide Travelling Exhibit, 2014

UCFA + AIA Sponsored Architecture Week, St. Joseph the Worker Church Exhibition and Tour, 2014
The Leonardo, Mountain Modern Architecture Exhibit, No One Site, Salt Lake City, 2014

CoLAB Gallery, Process + Projects of Sparano + Mooney Architecture, Las Vegas, 2013

Bailey Gallery, University of Utah, Kimball Art Center Invited Competition Entries, Salt Lake City, 2012
Sundance Film Festival, Kimball Art Center Invited Competition Entries, Park City, 2012

TEACHING

Recipient of Professor of the Year Award, University of Utah College of Architecture + Planning, 2016

Graduate Design Studios (ARCH 6016) Fall 2010-2015: Applied Research Studio format.

Senior Undergraduate Design Studio Coordinator (ARCH 4011) 2010-2016: Applied Research Studio format.

ACADEMIC DESIGN STUDIO PUBLICATIONS + EXHIBITIONS

"Timber in the City: Urban Habitat Competition", Association of Collegiate Schools of Architecture, 2016

INTERDISCIPLINARY RESEARCH ACTIVITIES

Undergraduate Research Opportunity Program (UROP): faculty sponsor, 2007-2016

UROP Research Posters on the Hill, Computer Science and Architecture, Utah State Capitol, 2006-2015

Undergraduate Research Symposium, University of Utah, Spring 2005-2016

UNIVERSITY SERVICE

Chair, Academic Culture and Community Outreach Committee, School of Architecture 2016

Chair, Curriculum Committee, School of Architecture 2014-2016

Member, Curriculum Committee, School of Architecture 2008-2016

Representing University of Utah College of Architecture + Planning for a new International Study Abroad Program in Italy, September/October 2016

CONFERENCE PARTICIPATION

AIA National Conference, Philadelphia (Featured Architect), 2016

AIA National Conference, Atlanta, 2015

Undergraduate Research Symposium, University of Utah, 2006-2014

American Institute of Architects, Oregon Design Conference, Invited Speaker, 2012

PROFESSIONAL SERVICE + JURIES

Jury Chair, Design Awards, AIA Santa Fe, NM, December 2016

President of the School Board, Madeleine Choir School, Salt Lake City, UT, 2015-present

Member, Utah Heritage Foundation, Salt Lake Modern Committee, 2013-present

Board of Directors, Madeleine Choir School, Salt Lake City, UT, 2012-present

Chair, Architectural Committee, Madeleine Choir School, Salt Lake City, UT, 2010-present Member,

Building Board, Catholic Diocese of Utah, 2010-present

Academic Juries: University of Utah, UCLA, Woodbury University, Pasadena City College, University of Southern California, Southern California Institute of Architecture, Utah State University, University of Nevada Las Vegas, University of New Mexico, 2004-2016

Christopher Nelson, AIA
Consulting Architect

MJSA

EDUCATION
University of Utah
Graduate School of Architecture
Master of Architecture, 1979

S.U.N.Y Stony Brook
Urban and Policy Science
1975-1976

The Colorado College
Economics
Bachelor of Science, 1973

PROFESSIONAL LICENSING
Architect, Utah: 123024-0301

ACTIVITIES & ORGANIZATIONS
Member, American Institute of Architects
Member, The Alta Club, Salt Lake City
Member, Utah Backcountry
- Pilots Association
Member, The American Alpine Club

Christopher Nelson is an economist and architect, with 25 years of experience in the finance, design, and project management of complex institutional projects for higher education and government in the intermountain west.

As an architect, Nelson began his professional career and extended his academic mentorship under Professor John Sugden with Studio JJ International, Sugden's professional practice. Nelson established an office in Alta, Utah for Studio JJ in 1979, and subsequently prepared construction documents and performed project management activities for the construction of the Gibbs and Laughlin residences in Albion Basin, and for the completion of the Pools Building at Alta Lodge. Nelson supported the activities of Studio JJ on an intermittent basis from 1980 to 2000, including the preparation of the Contract Documents and provision of construction observation services for the Saco Foods office and production facilities in Madison, Wisconsin, in 1996-98.

After initial service with Studio JJ, Nelson began a twenty-five year career as an architect involved with institutional construction in Salt Lake City.

As Director of DFCM, Nelson was responsible for the budgeting, programming, design, construction, and commissioning of all capital facilities developed for the State of Utah, including all public college and university buildings. Direct responsibilities included development, coordination, and defense of both capital and operating budgets with the office of the Governor, the Utah State Legislature, the Utah State Building Board, and the Board of Regents.

EMPLOYMENT HISTORY

MJSA Architects, Salt Lake City, Utah
June 2011 to Present
Consulting Principal
Architectural Design and Project Management
Manager: Board of Directors, MJSA Architects

MJSA Architects, Salt Lake City, Utah
August 2002 to June 2011
Vice President and Director
Architectural Design and Project Management
Manager: Board of Directors, MJSA Architects

Jacoby Architects, Salt Lake City, Utah
June 2000 to August 2002
Consulting Architect (independent contractor)
Architectural Design
Manager: Robert Jacoby, President

FFKR Architects, Salt Lake City, Utah
September 1997 to June 2000
Consulting Architect (independent contractor)
Project Management
Manager: Ken Louder, President

Independent Practice, Salt Lake City, Utah, in association with Blake Luther, Architect
June 1994 to June 1997
Architectural Design; and
Project-specific Programming and Project Management Consultancy

Scott, Louie and Browning, Salt Lake City, Utah
August 1990 to May 1994
Architect
Architectural Design and Project Management
Manager: Bill Browning

(Continued)

Planning activities included development of Five and Ten Year facilities plans for both Capital Development and Capital Improvement projects, and development of planning and building standards. This included development of internal space allocation standards and limits, and technical construction design standards.

Internal leadership responsibilities included management of approximately forty professionals and support staff and coordination with the human resources division of the Department of Administrative Services.

As President of FFKR, Mr. Nelson led an association of five principals and a staff of 80 architects, interns, and support personnel. Direct responsibilities included finance and operations, project oversight and budgeting, project and consultant contracting, professional services marketing, and contract management. Projects completed by the firm at the time of his association included the HHMI Genetics Research Center at the University Health Sciences Center; the Alice Sheets Marriott Center for Dance at the University of Utah; the N. Eldon Tanner College of Business at BYU; the original Dixie Center complex for the (then) Dixie State College; the Shakespeare Performing Arts Center for Southern Utah University; and the Cliff Lodge Conference Center and Hotel expansion for Snowbird Corporation.

As Principal and Director at MJSA Architects, Mr. Nelson served as lead designer and project manager for the $60 MM renovation of the J. Willard Marriott Library at the University of Utah; the $160 MM University of Utah Student Apartments Replacement Feasibility Study and Master Plan; and the Mount Superior Residence Club and New Employee Housing projects at Snowbird. Other projects completed by the firm while serving as an officer and director included the renovation of the historic Salt Lake City library building in downtown Salt Lake City for O.C. Tanner; the seismic retrofit and renovation of the Marriott Center for BYU; and the $180 MM seismic retrofitting and renovation of the Utah State Capitol, a project completed in equal partnership with VCBO Architects in a purpose-built entity known as the Capitol Resource Group. As Consulting Principal with MJSA, Mr. Nelson maintains an ongoing relationship for the Kennecott Building phased renovation and expansion for the College of Engineering at the University of Utah.

Contracting experience includes negotiation, revision, interpretation and enforcement of the full family of AIA/AGC series, including negotiation and enforcement of CMGC agreements with Okland, Layton, Big D, and Jacobsen construction companies as well as unique enterprise-specific agreements adopted by government (GSA, University, State, and Municipal) and private business.

Sustainable design experience at MJSA includes the completion of one LEED Silver project incorporating both PV and solar-thermal systems (ArtSpace City Center), and a second LEED Silver project incorporating chilled beam cooling and an ASHRAE plus 40% mechanical system that is currently under construction (Kennecott Renovation for the College of Engineering).

As an economist, Nelson has worked as a Research Fellow at the Brookhaven Laboratory of the (then) United States Department of Energy constructing and iterating an econometric energy model incorporating game theory algorithms for the Northeast Corridor; as a Research Analyst for the Bureau of Economic Research at the University of Utah preparing research and advocacy monographs related to Federal programs involving land and infrastructure development and operations; and as a project finance and development analyst for the construction of large scale cogeneration and industrial recycling facilities for Bonneville Group.

Dipl.-Ing. M.Arch. Jörg Rügemer, Associate Professor, Architect AKBW, Assoc. AIA.

Associate Professor

- **Education**

Master of Architecture
Southern California Institute of Architecture, Los Angeles, 1995.

Diplom-Ingenieur Architekt
University of Applied Sciences, Cologne, Germany, 1993.

- **Positions Held**

Associate Professor, tenured (2013). College of Architecture + Planning, University of Utah, Salt Lake
    City, USA. 2006 to present.
Visiting Professor, Research Fellow of the German Academic Exchange Service DAAD, at the Karlsruhe
    Institute for Technology. 10/2014 – 08/2015.
Associate Director, Integrated Technology in Architecture Center I-TAC. School of Architecture,
    University of Utah, Salt Lake City, USA. 2009 to 2016.
Principal, AJR Atelier Jörg Rügemer. Architectural firm. Berlin/Hamburg, 2001 to present. Salt Lake / Park City,
    2006 to present.

- **Professional Credentials**

Registered Architect, Architektenkammer Baden-Württemberg AKBW. License AKBW 133502.
Eligible to practice in all member states of the European Union. Since 1997 (1997-2014 AKNW 30315).
    Certified Passive House Consultant CPHC, Passive House Institute U.S. 2012 – 2016

- **Affiliations**

Associate AIA, The American Institute of Architects. 2005 to present.
Co-Founder, Associate Director, Integrated Technology in Architecture Center ITAC. Research of the intersection
    between practice and research in sustainable design, University of Utah. 2009 to 2016.
Chapter Secretary, USGBC - United States Green Building Council Utah Chapter. 2011 to 2013.
Member, BTES – The Building Technology Educators Society, 2014 to present.
Member, SBSE – Society of Building Science Educators. 2011 to 2014

Honors and Awards

• Teaching Awards

2nd Prize, VDI-Competition: Integrated Planning: "Energy-Efficient Highrise," Verein Deutscher Ingenieure e.V.
    Karlsruhe Institute of Technology, School of Architecture, Fall Studio: Slim Tower. May 2015.
2013-2014 ACSA Diversity Achievement Award. „Project:ARCHITECTURE: The Girl Scouts Cabins in Provo
    Canyon, Utah." Association of Collegiate Schools of Architecture. In collaboration with Erin Carraher.
2010-2011 ACSA Creative Achievement Award: "Integrated Technology in Architecture Program (ITAP)." In
    collaboration with Ryan Smith, 2011.

• Design Awards

1st Prize, Salt Lake City Home Innovation Competition: [2016:Slim House]. Salt Lake City, UT, 01/2017. As part
    of the winning contract, a series of 4 additional buildings on odd lots are planned throughout 2017-2021.
Timber City Finalist Award, Private House XS Category: "Trefoil Ranch Girl Scout Cabins. National Building
    Museum, Washington, DC, 2016.
American-Architects Building of the Week: "Project:ARCHITECTURE: Girl Scout of Utah Summer Cabins. 07/2016.

Architizer A+ Award Finalist: *The Girl Scouts Utah Summer Cabins*"Typology category: Residential Private House XS category . Architizer, 03/2016.

2015 Wood Design Regional Excellence Award: „Project:ARCHITECTURE: The Girl Scouts Cabins in Provo Canyon, Utah." Oakland, California, 2015. In collaboration with Erin Carraher.

Celebrating Excellence in Wood Structures: 2014-15 North American Wood Design Award Winners:

Project:ARCHITECTURE: The Girl Scouts Cabins in Provo Canyon, Utah." Canadian Wood Council, Ottawa, Ontario, Canada, 2015 (forthcoming). In collaboration with Erin Carraher.

AIA Utah Honor Design Award: „Project:ARCHITECTURE: The Girl Scouts Cabins in Provo Canyon, Utah." Salt Lake City, Utah, 2014. In collaboration with Erin Carraher.

AIA Utah Urban Design Merit Award: "Sixtynine-Seventy – The Spaces Inbetween", International Urban Design Competition. Atelier Jörg Rügemer in Urban Art Lab Salt Lake City. Salt Lake City 2014.

AIA Utah Distinguished Service Award: „Project:ARCHITECTURE: The Girl Scouts Cabins in Provo Canyon, Utah." Salt Lake City, Utah, 2014. In collaboration with Erin Carraher.

Design Arts Utah, Juror Award Winner ($3,000): „Project:ARCHITECTURE: The Girl Scouts Cabins in Provo Canyon, Utah." Salt Lake City, Utah, 2014. In collaboration with Erin Carraher.

Design Arts Utah Award: "The Denver Superefficient Housing Challenge". Principal Investigator, design studio instructor for ARCH 6016, Fall 2013. Salt Lake City, Utah, 2014.

Merit Award: "Neubebauung Rentzelstraße Hamburg", Invited international architectural design competition. $12,500. Atelier Jörg Rügemer. Hamburg, Germany 2014.

Honorable Mention Award. „Project:ARCHITECTURE: The Girl Scouts Cabins in Provo Canyon, Utah." Public Interest Design Award 2014. In collaboration with Erin Carraher.

2013-2014 ACSA Collaborative Practice Award. „Project:ARCHITECTURE: The Girl Scouts Cabins in Provo Canyon, Utah." Association of Collegiate Schools of Architecture. In collaboration with Erin Carraher.

Public Choice Award: "The Denver Superefficient Housing Challenge". Rocky Mountain Institute, Denver Housing Authority. Principal Investigator, design studio instructor for ARCH 6016, Fall 2013. Denver 2014.

20 Award-Winning Projects of 2013: 125 Haus has been chosen among the 20 best award-winning green projects of 2013 the United States. Green Projects Guide, Hanley Wood. Atelier Jörg Rügemer. http://bit.ly/125HAUS.

First Prize/Jury Award: "Sixtynine-Seventy – The Spaces Inbetween", International Urban Design Competition. Atelier Jörg Rügemer in Urban Art Lab Salt Lake City. $40,000. www.urbanartlab.com. Salt Lake City 2013.

Design Arts Utah Award: "125 Haus in Park City, Utah." Utah Arts Council, Salt Lake City, Utah, USA 2013.

Residential Design Award: "125 Haus in Park City, Utah." 2013.

• **Fellowships**

2014-2015 Visiting Professor, Fellowship of the German Academic Exchange Service DAAD, Bonn, Germany, and the Federal Ministry of Education and Research, BMBF Berlin, Germany.

Research and Creative Work

• **Funded Research on Sustainable Architecture and Integrated Design**

Design Build Salt Lake City, 2016 - ongoing. Principal Investigator. Salt Lake City Housing Corporation, Housing and Neighborhood development funded, $18,260 (period 08-12/2016).

Field of Dreams Eco-Community, 2014 - ongoing. Principal Investigator. Habitat for Humanity, funded, $20,000.

The Active Building Compact Core - ABCC. 2014 - 2016. Principal Investigator. URC Faculty Research and Creative Grant, $12,000.

Project:ARCHITECTURE - Girls Scout Trefoil Ranch Cabins, 2012 – 2014. Utah, Rügemer is Co-PI, in collaboration with Erin Carraher as PI.

University of Utah Demonstration Lab House - The Denver Superefficient Housing Challenge, 2012 – 2013. Principal Investigator. Rio Tinto Kennecott Utah Copper Grant, $30,000.

125 Haus, 2011 – 2014. Energy-efficient and cost-effective building design in northern Utah cold climate zone. Post-Occupancy monitoring funded through a $28,000 University of Utah Research and Creative Grant**.**

Leadership in Collaborative Architectural Practice LCAP, 2012 - 2013. Co-PI. Collaboration with Ryan Smith (PI), Erin Carraher (Co-PI). American Institute of Architecture. $80,000 for ITAC

• Teaching and Other Grants

WUFI Passive Software for Architectural Studio and Class Application. Principal Investigator. University of Utah Teaching Grant, $3,480. 2014 - 2015.

• Professional Architectural Practice and Competitions: Exploration of Architectural Space, Sustainable Architecture and Urban Design

[2016:Slim House], Salt Lake City, Utah. The result of the 2016 Housing Competition will be built as a Pilot Study during the first half of 2017. 4 additional buildings on odd lots are planned throughout 2017-2021.

Academy Residence, Salt Lake City, Utah. Development, design and construction of a 1,500SF superefficient housing units for people in need for Habitat for Humanity of Salt Lake City.

Climaco House, Park City, Utah. Development, design and construction of a 3,200SF super-efficient single-family residence. Principal Atelier Jörg Rügemer. Since 2015.

Field of Dreams Eco-Community, Kearns, Utah. Development, design and construction of 20, 1,500SF superefficient housing units for Habitat for Humanity of Salt Lake City. Project PI for research. Since 2014.

Neubebauung Rentzelstraße Hamburg, Germany. Invited international architectural design competition. Objekt-Entwicklung Hamburg, 2014. Principal Atelier Jörg Rügemer; Design team leader.

Sixtynine-Seventy, Salt Lake City, Utah. International Urban Design Competition for the urban renewal of two Salt Lake City downtown blocks. Atelier Jörg Rügemer in Urban Art Lab Salt Lake City, 2013.

125 Haus, Park City, UT. Integrated design and construction of a 2,400 SF 80-90% energy-efficient single-family residence in the northern Utah cold climate zone. Completion in October 2011, with ongoing 2-year post-occupancy monitoring until 2013.

• Journal Articles

"Project:ARCHITECURE," Rügemer, J., Carraher, E., in: The International Journal of Sustainability Education, Volume 12, Issue 1. Common Ground Publishing, Champaign, Illinois, USA 2016.

"Developing Super Efficient Passive Residential Buildings – First Experiences from Building Utah's Most Energy-Efficient and Cost Effective House," Rügemer, J., in: The International Journal of Design Principles and Practices, Common Ground Publishing, Champaign, Illinois, USA, 2013. ISSN 2325-1662.

• Book Chapter: "Integrated Project Delivery and Contracting for High Performance"

"Integrated Project Delivery: Contracting for High Performance," book chapter for "Design and Construction of High-Performance Homes: Building Envelopes, Renewable Energies and Integrated Practice," Franca Trubiano (ed.), Routledge, New York 2012. ISBN 978-0-415-61528-0.

• Peer Reviewed Publications

"The Girl Scouts of Utah Interlocking Cross-Laminated Timber Summer Cabins," Rügemer, J., Carraher, E. in: Proceedings of the 31st International PLEA Conference, Bologna, Italy 2015.

"The Girl Scouts of Utah's Interlocking Cross Laminated Summer Cabins," Rügemer, J., Carraher, E., in: Proceedings of the 4th AIARG All Ireland Architecture Research Group Conference, Dublin. 2016.

"The Potential for Passive House Development at Market Rate – a Field Report on the 125 Haus in Utah," Rügemer, J., in: Proceedings of the 18th International Passive House Conference, pp 459-464. Aachen, Germany 2014. ISBN 978-3-00-045216-1.

• Published Reviews of Architectural Work

"Project:ARCHITECTURE," Regional Excellence," *The Girl Scouts of Utah Summer Cabins*, Provo Canyon, Utah. Celebrating Excellence in Wood Architecture, Canadian Wood Council, 2014-15. ISBN 978-0-9916862-3-0.

"Project:ARCHITECTURE," *The Girl Scouts of Utah Summer Cabins*, Provo Canyon, Utah. Architect, The Magazine of the American Institute of Architects, February 2015 Issue.

„Project:ARCHITECTURE," 2014 Design Arts Utah Exhibition Catalogue. Utah Arts Council, Salt Lake City, UT, 2014. See also Exhibitions of Professional Work, Honors and Awards.

"Style and Substance – A Summit Park abode sets a beautiful new standard for efficiency and affordability," *125 Haus*, Park City, Utah. Park City Magazine, Winter 2015 Issue.

"Project:Architecture," in: Architectural Education Awards, Association of Collegiate Schools of Architecture 2013-2014. ISBN 978-0-935502-88-6. In collaboration with Erin Carraher.

"Utah Lab House Denver Case Study," Project Book for the [X:14] Passive House - a proposal for the Denver Super Efficient Housing Challenge. Lulu.com, 2014. ISBN 978-1-312-56580-7.

125 Haus, Park City, Utah. Merit Single-Family Housing, Residential Architect, May/June 2013 Issue.

125 Haus, Park City, Utah. Design Arts Utah Exhibition Catalogue. Utah Arts Council, Salt Lake City, UT, 2013.

Girl Scout Of Utah Cabins, Trefoil Ranch Utah. 'Project Highlight' in AIA Utah Fall 2013 Newsletter.

125 Haus, Park City, Utah.Utah Construction & Design, January 2013 Issue.

• **Juried Presentations**

September 2015, "The Girl Scouts of Utah Interlocking Cross-Laminated Timber Summer Cabins," paper presentation at the 31st International Passive Low Energy in Architecture Conference, Bologna, Italy 2015.

July 2015, Carraher, E., Rügemer, J., "Collaborative solid wood construction case study," Building Technology Educators' Society (BTES) International Conference, Salt Lake City, Utah.

April 2015, Carraher, E., Rügemer, J., "Collaborative solid wood construction case study," Architecture Research Centers Coalition (ARCC) National Conference, Chicago, Illinois.

January 2015, "Project:Architecture," paper presentation the 11th Conference On Sustainability, Copenhagen, Denmark 2015.

January 2015, "The Girl Scouts of Utah's Interlocking Cross Laminated Summer Cabins," paper presentation at the 4th AIARG All Ireland Architecture Research Group Conference, Dublin, Ireland 2015.

April 2014, "The Potential for Passive House Development at Market Rate – a Field Report on the 125 Haus in Utah," paper presentation at the 18th International Passive House Conference, Aachen, Germany 2014.

April 2014, "Project:Architecture," Special Session Award Presentation at the Association of Collegiate Schools of Architecture 102th ACSA annual meeting. Miami Beach, Florida. In collaboration with Erin Carraher.

April 2014, "125 Haus in Park City – High Performance Architecture at Market Rate Cost," poster presentation at the Association of Collegiate Schools of Architecture 102th ACSA annual meeting. Miami Beach, Florida.

Teaching

• **Major Course Preparations**

ARCH 2611 Sustainable Design of the Build Environment.

ITAP 2010, 2012, 2013: Integrated Technology in Architecture Program

ARCH 6370/6352

ARCH 6015: *Graduate Studio*.

ARCH 6352: *Sustainable Design*.

ARCH 4011/6011: *Park City Winery.*

ARCH 2611: *Sustainable Design of the Built Environment.*

ARCH 6016: *Graduate Studio*.

ARCH 6971 *Final Graduate Studio*

ARCH 4112: *Sustainable Urban and Site Planning*

Professional and Educational Service Activities

• **International/National Service**

Scholarship Reviewer for the Academic Selection Committee for Students/PhD Candidates Abroad – Middle East/Africa. German Academic Exchange Service DAAD, Bonn, Germany. 2016 – 2017.

Paper Reviewer, 2017 ARCC Architectural Research Centers Consortium. 2016 – 2017.

Member, Scientific Review Committee, IEREK Research and Knowledge Enrichment. 2016 – 2017.

Article Reviewer, 2016 JAE The Journal of Architectural Education. 2016. Associate
Editor, The International Journal of Sustainable Education. 2015-2016.

Associate Editor, The International Journal of Sustainability Education, Vol. 10, Issue 3-4. 2014 to 2016.
Associate Editor, The International Journal of Constructed Environment. 2015.

Invited Professor, lecturer and instructor, ArchitekTour national Polish workshop 2015, Walbrzych, Poland. Joint
Architectural Workshop by Poznan Univ. of Technology and Gdansk Univ. of Technology and Art.

Conference Organizing Committee, Building Technology Educators' Society BTES, 2015 BTES Conference,
University of Utah.

Member of the Board of the Academic Selection Committee for Students Abroad. German Academic Exchange
Service DAAD, Bonn, Germany. 2014 to 2015.

Paper Reviewer, 2015 Building Technology Educators Society Conference. Since 2014.

Member of the International Scientific Advisory Committee, Wessex Institute of Technology, UK. 15th Eco-
Architecture International Conference, Italy. Since 2013.

Paper Reviewer, ARCC Journal of Architectural Research. Since 2013.

Paper Reviewer, International Journal of Sustainable Development and Planning. Since 2013.

Manuscript Reviewer, JAE Journal of Architectural Education. Since 2012.

Associate Editor, Design Principles & Practices Design Journal, Volume 6, Common Ground Publishing,
Champaign, IL. 2012 to 2014.

Associate Editor, The International Journal of Technology, Knowledge and Society, Vol 7, Issue 1, 2011 to 2013.

• Regional Service

Chapter secretary. United States Green Building Council USGBC, Utah Chapter. 2011 to 2013.

• University Service

University of Utah Architectural Design Review Committee. University of Utah, Since 2015.

University of Utah Architectural Design Review Committee. University of Utah, 2009 to 2014. Global Change
and Ecosystem Center. Member. University of Utah, Since 2011.

• College and Departmental Service

Chair, School of Architecture Admissions Committee. School of Architecture, University of Utah, Since 2015.

SoA RPT Committee, 1st reviewer, School of Architecture, University of Utah, 2016.

SoA RPT Committee, 2nd reviewer, School of Architecture, University of Utah, 2015.

Chair, Design Build Bluff Advisory Committee. School of Architecture, University of Utah, 2013 - 2014.

School of Architecture Curriculum Committee. School of Architecture, University of Utah, 2013 - 2014.

School of Architecture Faculty Committee. School of Architecture, University of Utah, Since 2013.

School of Architecture Outreach Committee. School of Architecture, Since 2013.

Student Mentor, AIAS Utah. School of Architecture, University of Utah, 2012 - 2014.

College Technology Committee. College of Architecture and Planning, University of Utah, Since 2011.

Brenda Case Scheer
FAIA, FAICP

Education

Bachelor of Arts in Architecture, Rice University, 1974

Master of Architecture, Rice University, 1977 (certificate in Urban Design)
Research Fellow, Rice Center for Community Design and Research, 1976-78
Loeb Fellow in Environmental Studies, Harvard Graduate School of Design, 1989-90

Experience Summary

Professor of Architecture *and* **City and Metropolitan Planning, College of Architecture and Planning,** University of Utah. 2002-present. **Dean**, 2002-2013

Associate Professor of Urban Planning, University of Cincinnati, 1994 - 2002. College of Design, Architecture, Art and Planning, Cincinnati, Ohio. **Assistant Professor**, 1990-94. **Associate Director** 1996-97

President and Principal, Scheer & Scheer, Inc. 1994-2012. Co-director of an architecture, urban design and real estate development practice. Responsibilities include budget, marketing, proposals, contracts, personnel, and project design, direction and financing. Salt Lake City, Utah

Professional Credentials

Registered Architect, Utah

Certificate Holder, National Council of Architect Registration Boards

Fellow and Member, American Institute of Architects

Honors and Awards

Fellow and Certified Planner, American Institute of Certified Planners

Morris Johnson Award for Lifetime Achievement. Utah Chapter, American Planning Association. For advancing the cause of planning education. 2015

College of Fellows, American Institute of Architects. Induction, June 2014

College of Fellows, American Institute of Certified Planners. Induction April 2012

Research Grants and Contracts

Summit County Workforce Housing and TOD Site Study. Summit County Government. $65,000. PI. 2016-17, with Reid Ewing and Kathryn Terzano

"TOD and TAD affordability comparison." National Institute of Transportation in Communities, $42,000. PI. 2015-17, with Reid Ewing and Keuhn Park

"Strategic Design and Policy for Improving the Livability and Multi-modal Use of U.S. Urban Arterials and Commercial Highways", National Institute of Transportation in Communities, $39,000. Co-PI. 2012-14. with Michael Larice, PI.

Publications. Books and Book Chapters

Many publications can be downloaded at http://utah.academia.edu/BrendaScheer
According to Google Scholar, my publications have been cited 595 times, including 353 times in the last five years.

"Urban Morphology as a Planning and Design Method", in Tom Sanchez, ed. **Planning Knowledge and Research.** Routledge, forthcoming 2017

"Strip Development and How to Read It" in Emily Talen, ed., **Fixing Sprawl.** Routledge, 2015.

"Performing the Urban: Form-based Codes as a Method of Architectural Critique." in Wolfgang F.E Preiser, et.al. ed. **Architecture Beyond Criticism: Expert Judgement and Performance Evaluation.** Routledge, 2014.

Publications. *Refereed articles*	"Metropolitan Form and Landscape Urbanism", in Tridib Banerjee and Anastasia Loukaitou-Sideris, eds. **Urban Design - Roots, Influences and Trends.** Routledge, 2011.
	The Evolution of Urban Form: Typology for Planners and Architects. Planners Press. 2010.
	"Toward a Minimalist Definition of the Plot", *Urban Morphology*, Vol 22, No.2, 2019. In press.
	Park, K. Ewing, R. and Scheer, B. "The impacts of built environment characteristics of rail station areas on household travel behavior". *Cities: The International Journal of Policy and Planning*, accepted for publication, 2018
	"The Epistemology of Urban Morphology." *Urban Morphology.* Vol. 20. No1. 2016, p. 5-17.
	"The Master Plan is Dead, Long Live Urban Morphology". *Urban Morphology* Vol. 17, 48-50. 2013.
	"Who made this Big Mess?" *Journal of Urban Design*, Winter 2005, Issue 93, p.25-28
	"The Anatomy of Sprawl," *Places*, Fall 2001. Scheer, Brenda and Daniel Ferdelman, "Destruction and Survival: the Story of Over-the-Rhine", *Urban Morphology,* Vol. 5(2), 2001.
	Scheer, Brenda and Mintcho Petkov, "Edge City Morphology: a Comparison of Commercial Centers ", *Journal of the American Planning Association*, Summer 1998.
	Scheer, Brenda and Wolfgang Preiser, "Public Participation in the Evaluation of Environmental Aesthetics/Design" *Environment and Behavior*, May 1994
	"Design Review: A Critical View" *Cities: the International Journal of Urban Policy and Planning* (London: Butterworth Hienemann, Ltd.) Vol. 9 No. 4, November 1992: 280-288.
Other Publications	"The Utah Model: Lessons for Regional Planning", white paper for Brookings Mountain West. November 2012.
Technical and *professional reports*	*Cline-Dahl Feasibility Study.* Workforce housing design and transportation feasibility for a 50-acre site in Summit County. Brenda Scheer, Guang Tian, and Reid Ewing. Summit County Development Office. 2017
	Travel Behavior in TODs vs. non-TODs: Using Cluster Analysis and Propensity Score Matching 2. K Park, R Ewing, BC Scheer, SSA Khan. Transportation Research Board 96th Annual Meeting. Transportation Research Board, 2017
Published Reviews of *Research or Projects*	Kropf, Karl, "Evolution and Urban Form: Staking out the ground for a more mature Theory". *Urban Morphology* 17(2) 136-49. 2013. Review article based on my book, the **Evolution of Urban Form** and three others.

Academic Presentations

May, 2018. "Songdo: Ideal City or Future Ruin?" University of Utah Asia Campus, Incheon, S. Korea

August, 2016. "Epistemology of Urban Morphology." Keynote address, International Seminar on Urban Form. Nanjing, China.

September, 2015. "History in the Plan: Why Plans should be Preserved. International Seminar on Urban Form, Rome, Italy

May 2015. "Social and Environmental Justice in Architecture: Ethical Urban Design." AIA Convention, Atlanta.

April, 2015. "Urban Form, Connectivity and Walls. American Planning Association national conference. Phoenix.

March, 2015. "Gated Communities and Connectivity: a History," Rocky Mountain Land Use Institute

June, 2014. "Disruption and Origins: Toward a Theory of the Urban Matrix," International Seminar on Urban Form, Porto, Portugal.

June, 2013. Invited Lecture. "The Built Environment in the 21st Century." University of Washington.

May 2013, "Why Design Matters, Architecture in Utah," invited lecture to the Utah Women's Forum.

November, 2012. Panelist. "Combining Practice and Teaching" Associated Collegiate Schools of Architecture Administrators Conference, Austin, TX.

October 2012. "The Suburban Arterial: A study of types," presentation to the International Seminar on Urban Form, Delft, Netherlands.

Teaching

University of Utah (2002-present)

At the *University of Utah Asia Campus (2018)*: Design Contexts and Design Ecology: required foundation classes for undergrad majors in the College

Theory of Urban Design. Graduate introduction to urban design concepts and historical and ethical perspectives.

Graduate Urban Design Studio

Shaping Urban America. Undergraduate introduction to the controversies and forces that influence urban decisionmaking.

Methods of Physical Analysis. Graduate and undergraduate introduction to the physical city and its mapping and analysis, emphasizing morphology

Architecture Studio. Undergraduate, graduate, and "3+".

Site Planning. Graduate and undergraduate, in architecture, planning, and real estate development.

Professional and Community Service	**Salt Lake City Planning Commissioner**, 2017 -
	Council Board Chair, **Girl Scouts of Utah**. 2015- present, board of directors 2011--
	Board of Directors, **Envision Utah,** 2003 - present, Executive Committee 2009 - 2014
	Site Visitor and team chair, **Planning Accreditation Board**, 2007 to present
	Council **International Seminar on Urban Form**, 2015-
	Editorial Committee. **Forma Civitas** (Rome). 2014-
	Editorial Board, **Urban Design International**, (New York) 2014-
	Editorial Board, **Urban Morphology** (Birmingham, U.K.). 2013-
	Advisory Council, **Utah Urban Land Institute**. 2012-
	Board of Directors, **Utah Chapter of the American Institute of Architects**. 2009- 2011
	Utah Women's Forum. member, 2003 to present.
	Redevelopment Advisory Committee (appointed), **Salt Lake City Redevelopment Authority,** 2007- 2015.
	Member and Co-chair, Capitol City Committee, **AIA Utah.** 2006-2013
	Board of Directors, **Artspace, Inc.**, Salt Lake City, Utah, 2002-2013, Chairman 2004-2006
	Center for the Arts Board (appointed), **Salt Lake County,** 2006 to 2011**,** vice chair 2006-07
	National Board, **Landscape Architecture Foundation,** 2006 to 2010
	Site Visitor, **National Architecture Accreditation Board**, 2007 to 2012
	Advisory Board, **Landscape Architecture and Environmental Planning Department,** Utah State University, 2002 - 2013
	Fellow, Salzburg Global Seminar. "Leadership in Sustainability in Higher Education, 2012
	Invited delegate, Green Building Tour, Swiss Federal Department of Foreign Affairs. 2011.
Community-based projects (service learning)	Integrating a Homeless Resource Center into a Neighborhood, sponsored by Salt Lake County
	Sites for Housing the Homeless, 2016, sponsored by Salt Lake County
	State Street as an Arterial Problem, sponsored by the City of Salt Lake, and the Wasatch Front Regional Council, 2012.
	Pop-up City: Plan for Art, Performance and Instant Events in the Cultural Core, sponsored by the Salt Lake County Center for the Arts, 2011.

HOWARD TRENT SMITH

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SOCIAL:
linkedin.com/in/howardtrentsmith
instagram.com/htsmith21

EDUCATION / DEGREES

2011 UNIVERSITY OF UTAH | MASTERS OF ARCHITECTURE
Three Plus Program | Design Build Bluff

2008 TENNESSEE TECH UNIVERSITY | BACHELORS OF SCIENCE
Interior Design | President Student Housing Association

2004 MOTLOW STATE COMMUNITY COLLEGE | ASSOCIATES
Presidential Scholar | Physics Scholar

EXPERIENCE / PROFESSIONAL PRACTICE

2015 | AJC ARCHITECTS | PROJECT ARCHITECT
Pursuing design, marketing, project management and construction
across multiple scales and typologies at this mid-size firm.

2014 | VCBO ARCHITECTURE | BIM LEAD
New responsibility to engage and problem-solve all standards and
processes tied to Revit training within our office.

2013 | UNIVERSITY OF UTAH | ADJUNCT FACULTY
Began teaching the Adv. Design Workshop and Major I Studio, moved to
fully engage the Basic Design Workshop Curriculum and Workshops.

COURSES TAUGHT / WORKSHOPS

2016 SPRING | ARCH 2630-001 | BASIC DESIGN WORKSHOP
Currently teaching 17 students the primary acts of space-making and composition, emphasizing student documentation using video means.

2015 FALL | BEHANCE | PORTFOLIO REVIEW WEEK + WORKSHOP
Coordinated a 50+ person portfolio review even with a weeklong series of workshops, taking part in an international schedule of graphic reviews.

2015 FALL | ARCH 2630-002 | BASIC DESIGN WORKSHOP
Began teaching a night workshop class for 20+ students, with increased student and juror involvement, pushing student mentorship roles.

2015 SPRING | ARCH 2630-001 | BASIC DESIGN WORKSHOP
Engage 24 students through design and iterative process that involved problem seeking dealing with 2D and 3D design projects and sketching.

2014 FALL | ARCH 2630-002 | BASIC DESIGN WORKSHOP
Served as section lead to morph this course into a more engaging environment for students to explore design through experimentation.

2014 FALL | PORTFOLIO DESIGN WORKSHOP | UNDERGRADUATE
Organized with Krysta Dimick to provide a series of workshops for the graduating architectural class over six weeks covering portfolio design.

2014 SPRING | ARCH 2630-002 | BASIC DESIGN WORKSHOP
Through a series of 2D and 3D projects, explored the fundamental aspects of design and concepts as a pre-major course for architecture.

2013 FALL | ARCH 2630-002 | BASIC DESIGN WORKSHOP
Taught concepts involving figure/ground, contrast, juxtaposition, etc through two dimensional projects for students of all majors and levels.

2013 SPRING | ARCH 3630-002 | ARCHITECTURAL STUDIO I
Co-taught with Verl Adams, I helped guide students in a studio setting through the design process of a music education center.

2013 SPRING | ARCH 2632-001 | ADVANCED DESIGN WORKSHOP
Co-taught with Verl Adams, took over the latter half of this design workshop to specifically cover the portfolio design section.

COMMITTEES / MEMBERSHIPS

SOA ACADEMIC CULTURE COMMITTEE   **2015**
Worked closely with students on this committee to increase web and social media outreach and visibility into the school's events.

INTER-SOCIETY COLOR COUNCIL   2015
Non-profit membership organization for professionals in science, art,
history and industry, involved in description and specification of color.

SOA STUDENT ADMISSIONS COMMITTEE   2014
Committee committed to reviewing portfolios, letters of intent,
recommendation letters to make recommendations to administration.

REVIT TRAINING COMMMITTEE   2014
Led committee within VCBO Architecture tasked with all training and
standards for Autodesk Suite modeling and drafting.

AMERICAN INSTITUTE OF ARCHITECTS (ASSOCIATE)   2013
Non-profit membership organization for professionals in science, art,
history and industry, involved in description and specification of color.

AIA YOUNG ARCHITECTS FORUM   2012
The (YAF) is a program of the American Institute of Architects and is
organized to address issues of recently licensed architects.

AWARDS & PRIZES /
PERSONAL WINS

AWARD : EMPLOYEE OF THE MONTH   JUL 2015
Received this award upon my first month of work at ajc architectcs,
comments including excitement and energy brought to the office and
astounded with skillset and work ethic.

CERTIFICATION : AUTODESK REVIT PROFESSIONAL   DEC 2014
Completed skills test for advanced competency in architectural soft- ware
while attending Autodesk University in Las Vegas. Thirty Five question test
recognized nationally as an advanced skill level indicator.

AWARD : EMPLOYEE OF THE QUARTER   DEC 2014
Received this award after just 9 months as BIM Lead at VCBO
Architecture, recognizing my ability to handle problems at different
scales and complexities throughout the office in thoughtful ways.

69-70 URBAN IDEAS COMPETITION   SEP 2014
Although didn't win, was a pivotal design collaboration with Heber Slabbert
and pushed the graphic and rendering boundaries from previous work, was
a success on many personal levels.

IIDA BEST AWARDS, 'PLAY' CATEGORY   APR 2014
Accepted award on behalf of Architectural Design team at VCBO for the
Recreation & Play category at the International Interior Design
Association's BEST Awards for work on Provo Community Rec Center.

VCBO GUERRRILLA COMPETITION   MAR 2012
Won inner-firm competition for branding of the courtyard and entry at the
firm's location.

Howard Trent Smith   01 931 319 4647
Adjunct Faculty   htsmith@gmail.com

VOLUNTEER WORK / SERVICE

2015 ARCHITECTURAL PROJECT LEAD | UTAH FOOD BANK
Design services for new distribution center, charity work
through VCBO Architecture and Murray Park Church

2014 TEACHER AND GROUP LEADER | EECTA
Served as volunteer teacher for Educating Elementary Children
Through Architecture, 4th-6th grade students

2013 COLLEGE MINISTER | MURRAY PARK CHURCH
Served as young adult minister for Murray, UT based church.

2013 CAMP COUNSELOR | IVYDALE YOUTH CAMP
Week-long youth camp, lecturer and cabin leader.

2013 VOLUNTEER | FOOD COOP OF UTAH
Served as regular weekly volunteer for local food distribution
program in the Murray, Utah area.

2012 RALLY ORGANIZER | SOUTHSIDE CHURCH
Coordinated 3 day event for 150 from Intermountain West

2012 TEACHER AND GROUP LEADER | EECTA
Served as volunteer teacher for Educating Elementary Children
Through Architecture, 4th-6th grade students

2012 YOUTH MINISTER | MURRAY PARK CHURCH
Served as youth minister for Murray, UT based church.

2012 GUEST SPEAKER | SOUTHSIDE CHURCH
Served as guest speaker at youth event hosted at Southside.

GUEST JUROR / REVIEWER

2015 NATIONAL CONFERENCE ON BEGINNING DESIGN
Peer abstract reviewer for multiple topics

2015 ARCH 3011 ARCHITECTURAL DESIGN STUDIO I
Faculty: Erin Carraher | Final Project Reviews

2015 ARCH 2630 BASIC DESIGN WORKSHOP
Faculty: Charlott Greub | Project I,II,III Reviews

2014 ARCH 4011 ARCHITECTURAL DESIGN STUDIO II
Faculty: Heber Slabbert | Guest professor

2014 ARCH 2630 BASIC DESIGN WORKSHOP
Faculty: Krysta Dimick | Project I,II,III Reviews

2013 ARCH 2632 ADV BASIC DESIGN WORKSHOP
Faculty: Erin Carraher | Final Project Reviews

2013 ARCH 3011 ARCHITECTURAL DESIGN STUDIO I
Faculty: Anne Mooney | Studio Mid Review

2013 ARCH 2630 BASIC DESIGN WORKSHOP
Faculty: Elpitha Tsoutsounakis | Project I,II,III Reviews

2013 ARCH 3011 ARCHITECTURAL DESIGN STUDIO I
Faculty: Verl Adams | Studio Mid Review

PUBLICATIONS / DOCUMENTARIES

2015 VARIATIONS ON SPATIAL ARRANGEMENT AND HEIRARCY IN CONTEMPORARY WORSHIP
Architecture, Culture, and Spirituality (ACS Symposium)

2014 A NATIVE IDENTITY CRISIS: THE NAVAJO NATION AND A DISAPPEARING ARCHITECTURAL IDENTITY
Architecture, Culture, and Spirituality (ACS Symposium)

2014 REVIT INSIDE + OUT
Comprehensive training and standards book published in-house at VCBO Architecture.

2013 GOOD URBANISM, NAN ELLIN, PHD
Was published for graphics and diagram work in seminal work by Nan Ellin while she was Director of Urban Planning at UofU

2012 YAF: ANYTHING MAGAZINE
Editor, published through the Young Architects Forum of the American Institute of Architects

2012 COLLEGE MINISTRY OUT WEST
Co-author, book on the distinct differences in college ministry in the West and techniques for young ministers.

STEPHEN TOBLER

ARCHITECT

Stephen Tobler AIA received his Masters of Architecture and Bachelor of Science in Urban Planning from the University of Utah where he was awarded the National AIA Scholarship. He spent four years in New York City working for such notable firms as Richard Meier & Partners and Kohn Pedersen Fox involved in commercial, civic and residential projects including Canal + Headquarters in Paris, KNP Corporate offices in the Netherlands, The Getty Center in Los Angeles, U.S. Court House in Manhattan and numerous other projects and product designs. He moved from New York City to Jackson, Wyoming in 1993 to open his practice because of a strong interest in western regionalism, vernacular imagery and materials. His practice in Jackson spanned fourteen years, producing numerous works which include custom residences and public housing, restaurant and retail, commercial and civic projects. He closed Tobler Duncker Architects in 2007 with a successful transition of ownership to pursue architectural goals of expanded scale and scope and is currently practicing in Portland, Oregon.

Contact

Stephen Tobler
430 SW 13th Avenue #805
Portland, OR 97205

W. 503.729.4381
F.   503.227.1349
H. 503.227.1353

web: stephentobler.com

email: st@stephentobler.com

STEPHEN TOBLER AIA

EDUCATION

UNIVERSITY OF UTAH Graduate School of Architecture	Salt Lake City, Utah	Master of Architecture 1990 National AIA Scholarship 1989-90 Faculty Award of Excellence, University of Utah
UNIVERSITY OF UTAH Department of Urban Design	Salt Lake City, Utah	Bachelor of Science 1986
HARVARD UNIVERSITY Graduate School of Design	Cambridge, Massachusetts	Institute of Affordable Housing – Executive Education Practicing Out There – Executive Education The Challenges of Leadership – Executive Education 2001, 2003, 2006

PROFESSIONAL EXPERIENCE

Principal	STEPHEN TOBLER ARCHITECT	Portland, Oregon 2008 - present
Faculty	UNIVERSITY OF UTAH COLLEGE OF ARCHITECTURE + PLANNING	Salt Lake City, Utah 2009 - present
Principal	TOBLER DUNCKER ARCHITECTS	Jackson, Wyoming 1996 - 2007
Principal	MAX J. SMITH & ASSOCIATES	Jackson, Wyoming / Salt Lake City, Utah 1993-96
Designer	KOHN PEDERSON FOX	New York, New York 1992-93
Designer	RICHARD MEIER & PARTNERS	New York, New York 1989-92
Intern Architect	THE JOSEPH BOGGS STUDIO	Washington D.C. 1988 summer
Intern Architect	MAX J. SMITH & ASSOCIATES	Salt Lake City, Utah 1984-87

COMMUNITY SERVICE

Habitat for Humanity	Teton County, WY
Community Safety Network: Task Force for Family Violence	Jackson, WY
Jackson Hole Ski and Snowboard Club	Jackson, WY
Teton Youth and Family Services	Teton County, WY
Cooper Spur Race Team	Hood River, OR
Lincoln High School Foundation	Portland, OR

REFERENCES

Available Upon Request

AWARDS

Wyoming Chapter of the American Institute of Architects 2008
Award of Merit: Blu Kitchen

3-form Second Annual Best Installation Award 2007
Blu Kitchen, Jackson WY

Wyoming Chapter of the American Institute of Architects 2004
Award of Honor: Millward Affordable Housing Community

National Association of Housing and Redevelopment Officials 2004
Agency Award of Excellence in Program Innovation – Project Design (1 of 23 National Awards):
Wilson Meadows Third Filing, Teton County Housing Authority

Wyoming Chapter of the American Institute of Architects 2002
Honor Award: Webber Residence

Utah Chapter of the American Institute of Architects 2001
Award of Merit: Webber Residence

Western Mountain Region American Institute of Architects 2000
Citation Award: Sage Meadows Affordable Housing Project

Wyoming Chapter of the American Institute of Architects 1999
Award of Merit: Sage Meadows Affordable Housing Project

Wyoming Chapter of the American Institute of Architects 1999
Award of Honorable Mention: McGinty Residence

Wyoming Chapter of the American Institute of Architects 1997
Award of Merit: Wild Turkey Boutique

American Institute of Architects 1989
National AIA Scholarship: Stephen Tobler

STEPHEN TOBLER AIA

REFERENCES

Max J. Smith	357 West Pierpont Avenue	801.364.5161
principal	Salt Lake City, UT 84101	msmith@mjsaa.com
MJSA Architects		

Mike Freliech	31 Knight Street	203.866.5538
principal, P.E.	Norwalk, CT 06851	mfreliech@altierisw.com
Altieri Sebor Wieber, LLC		

Greg Kingsley	805 14th Street	303.384.9910
president & CEO, P.E.	Golden, CO 80481	gkingsley@klaa.com
KL & A Inc.		

Steve Dayton	180 Varick Street, Floor 11	212.337.0334
partner	New York, NY 10014	s.dayton@tphifer.com
Thomas Phifer and Partners		

Kurt Wimberg	2375 Apache Road	307.733.5165
owner	Jackson, WY 83001	kurt@wimberg.com
Kurt Wimberg Construction		

Phelps Swift	P.O. Box 3345	307.733.3923
partner	Jackson, WY 83001	pswift@winvesco.com
Mullikin Larson & Swift Attorneys		

Seth McCadam	1026 Cascade Ave.	541.944.8827
technical coach	Hood River, OR 97031	smccadam@usaa.org
United States Ski Team		

Patrick Tripeny
Professor of Architecture
Director of the Center for Teaching and Learning Excellence
Associate Dean of Undergraduate Studies
(801) 581-8351
tripeny@arch.utah.edu

Education

University of Michigan, MS. Arch (terminal academic degree), 1996.

California Polytechnic State University, MS. Arch with Distinction, 1991.

University of Notre Dame, B.Arch, 1985.

Teaching and Administration

Office of Undergraduate Studies, University of Utah.

Director of the Center for Teaching and Learning Excellence, 2011 – Present.

Associate Dean of Undergraduate Studies, 2011 – Present.

College of Architecture and Planning (Graduate School of Architecture), University of Utah.

Professor, 2015 - Present

Director of the School of Architecture, 2007 – 2009

Associate Dean for Architecture 2007

Associate Professor with Tenure, 2003 - 2015

Assistant Professor, 1996-2003.

Professional Registration

California Licensed Architecture, 1992 to Present.

Publications

Ambrose J. and P. Tripeny, **Simplified Engineering for Architects and Builders**, 12th ed., New York: John Wiley and Sons, 2016.

Ambrose J. and P. Tripeny, **Building Structures**, 3rd ed., New York: John Wiley and Sons, 2011.

Ambrose J. and P. Tripeny, **Simplified Engineering for Architects and Builders**, 11th ed., New York: John Wiley and Sons, 2010.

Ambrose J. and P. Tripeny, **Simplified Design of Wood Structures**, 6th ed., New York: John Wiley and Sons, 2009.

Ambrose J. and P. Tripeny, **Simplified Design of Steel Structures**, 8th ed., New York: John Wiley and Sons, 2007.

Ambrose J. and P. Tripeny, **Simplified Design of Concrete Structures**, 7th ed., New York: John Wiley and Sons, 2007.

Ambrose J. and P. Tripeny, **Simplified Engineering for Architects and Builders**, 10th ed., New York: John Wiley and Sons, 2006.

Cheng R. and P. Tripeny (Editors), **Getting Real: Design Ethos Now**, Washington: Association of Collegiate Schools of Architecture, 2006.

Tripeny, P., R. Young, R. Smith & E. Carraher, *Building Technology within a New Architecture Curriculum*. **BTES**. 285 - 294. 2017.

Uihlein, M. & P. Tripeny. *Building Structural Education: An Examination of the Books Used to Teach Structures to Architecture Students*. **BTES**. 313 − 320, 2017.

Tripeny, P., *Flipping Structures,* **Teaching Techtonic**, Bristol, RI: Building Technolgy Educators' Society, 2011.

Funded Research (from Non-University Sources)

Greenplex – A Sustainable Urban Form for the 21st Century, with R. Balling of Brigham Young University, P3 Awards: A National Student Design Competition for Sustainability Focusing on People, Prosperity and the Planet, US Department of the Environmental Protection Agency, 2013-2014.

Teaching Flipped, with C. Furse (Electrical Engineering), D. Ziegenfuss (Marriot Library) and S. Bamberg (School of Computing, Bioengineering, and Mechanical Engineering), NSF, 2013-2016.

Mars for Earthlings, with M. Chan (Geology and Geophysics), NASA, 2010-2011.

Pre-Disaster Mitigation at the University of Utah, with R. Smith (Architecture), L Reaveley and S. Bartlett (Civil Engineering) and M. Shaub (Environmental Health), FEMA: Department of Homeland Security, 2006-2008.\

Teaching

ARCH 3310, 4310 and 6310, Architectural Structures I

ARCH 4011, Architectural Design 4

ARCH 4311 and 6311, Architectural Structures I

ARCH 6301, Advanced Structures based on Material.

    Steel

    Concrete

    Timber

ARCH 6302, Advanced Structures based on Typology.

    Highrise

Longspan

Residential

CTLE 6000, Teaching in Higher Education

Service

National

ACSA Education Committee. Member. Association of Collegiate Schools of Architecture, Washington DC, 2016 - Present.

National Architecture Accrediting Board (NAAB), Member of Accreditation Teams for Association of Collegiate Schools of Architecture (ACSA), 2011-Present.

Organizing Committee for the Building Technology Educator's Society Meeting, Salt Lake City, 2015.

Faculty Councilor representing the School of Architecture, Association of Collegiate Schools of Architecture, 2005-2007 and 2011 - Present.

Partners in Education, American Institute of Steel Construction, 2008 to Present.

University of Utah

Director Search Committee for the Teaching and Learning Technology Center, University of Utah, Member, 2014 – 2015.

Online Program Proposal Executive Committee, University of Utah, Member, 2014 – Present.

Comprehension and Retention Task Force, University of Utah, Member, 2013 – Present.

Academy of Medical Educators, University of Utah, Executive Committee Member, 2012 – Present.

Beacons of Excellence Organizing Committee, University of Utah, Co-chair, 2011 – Present.

Undergraduate Council, University of Utah, Member, 2011 – Present.

University Promotions and Tenure Committee, University of Utah, 2010 to 2016.

Bookstore Advisory and Review Committee, University of Utah, Member 2009-2013.

ELPITHA D. TSOUTSOUNAKIS

elpitha@design.utah.edu

EDUCATION:	2006	Masters of Architecture; University of Texas at Austin, Austin TX
	2003	Bachelor of Science in Architectural Studies; University of Utah, SLC UT
ACADEMIC APPOINTMENTS:	2018 - current	Associate Director, Multi-disciplinary Design
	2014 - current	Assistant Professor, Lecturer
		Multi-disciplinary Design, School of Architecture, University of Utah
	2016 - 2018	Academic Coordinator, Multi-disciplinary Design
	2016 - current	Muse Professor, Undergraduate Studies, University of Utah
	2013 – 2016	Academic Advisor, Design Major
	2013 - 2015	Director, Spark Education Lab, University of Utah
	2013 - 2014	Faculty Fellow, Bennion Center, University of Utah
	2013 - 2014	Adjunct Assistant Professor, School of Architecture, University of Utah
	2010 - 2013	Visiting Instructor, School of Architecture; University of Utah
PROFESSIONAL PRACTICE:	2008 - current	Print In Cursive, principal
		studio practice in design, printmaking, publication, and creative direction
		www.printincursive.com
	2007 - 09	Prescott Muir Architects
	2006 - 07	Artists Assistant to Anna Campbell Bliss
	2003	Pace Pollard Architects, Architectural Internship
DESIGN RESEARCH:	F 2018	Visitor Experience in Yellowstone National Park in collaboration with Yellowstone Forever, PI
	S 2018	Dark Skies Exhibit at the Natural History Museum of Utah in collaboration with the Dark Skies Consortium, PI, $5,000
	U 2016	'Exodus: a contemporary dance and opera production' NOW-ID, Copenhagen Opera Festival, August 2016. Choreographer: Charlotte Boye-Christensen, Artistic Director: Nathan Webster.
	S 2016	Space As Collaborator, NOW-ID Spring Intensive
	S 2016	Body Part: A design exploration of Organ Transplant University of Utah Creative Grant, PI, $6,000
	S 2016	An Arts-Informed Parent-Education Program on the Importance of Play for Development. PIs: Russell Isabella, Kevin Rathunde. U of Utah Office of the Vice President for Research/EFS, $12,500.00
	F 2013 - S 2015	Eye to Eye: Re-visioning Eye Disease University of Utah Interdisciplinary Grant, PI With Natural History Museum of Utah, Jade Therapeutics, $13,250
	Fall 2013	Spark Education Lab, PI, Funded by Undergraduate Studies, $10,000
	Fall 2013 - 2014	Bioengineering Branding Research & Design, PI, $3,000
AWARDS:	2016	Early Career Teaching Award Nomination, University of Utah
	March 2014	Greek America Foundation Forty Under 40 Award
	March 2014	Undergraduate Innovation in Teaching Award Finalist

Carraher, E. & Tsoutsounakis, E. D. (2013) Making Manifest: The Importance of the Actual in the Digital Design Process. NCBDS 29. Paper presented at the National Conference on the Beginning Design Student, Tyler School of Art, Temple University, Philadelphia, PA, April 11-13.

CURRENT
COURSES:

	F 2018	Des 3525	Design Research Studio 2

PREVIOUS
COURSES:

	S 2018	Des 4011	Capstone Design Studio for Majors
		Arch 2630	Design Foundation Workshop
	F 2017	Arch 2630	Design Foundation Workshop
	S 2017	Des 4010	Capstone Design Studio
		Des 3320	Typographic Communication & Book Design
		Des 3910	Praxis
	F 2016:	Des 4100	Design History
		Des 3320	Typographic Communication & Book Design
		Des 3900	Praxis
	S 2016:	Des 3600	Design Studio
	F 2015:	Des 3600	Design Studio
		Des 3600	Design Studio
		Des 3320	Typographic Communication & Book Design
	S 2015:	Des 3600	Design Studio
		Des 4611	Design Studio IV
	F 2014:	Des 3600	Design Studio
		Des 4100	Design History
		Des 3610	Design Studio II
	S 2014:	Arch 2630	Architectural Design Workshop
		Des 2615	Intro to Design Thinking
	F 2013:	Arch 2630	Architectural Design Workshop
		Des 2615	Intro to Design Thinking
	S 2013	Arch 2630	Architectural Design Workshop
		Des 2615	Intro to Design Thinking
	F 2012:	Arch 2630	Architectural Design Workshop
		Arch 3010	Architectural Design Studio I
	U 2012:	Arch 6012	Intensive Architectural Design Studio

SERVICE:	**Multi-Disciplinary Design**
Fall 2018	Chair, MDD/DML Visiting Professor Search Committee
2013 - current	Curriculum Committee, Chair
2013 - 2016	Outreach & Academic Culture Committee, Chair
2013 - 2016	Special Events/Fundraising Committee, Chair
Spring 2015	Pre-Design Portfolio Lecture & Workshop Series
Spring 2014	Pre-Design Portfolio Lecture
Spring 2013	Pre-Design Portfolio Lecture
Summer 2013	City Weekly Out-Of-The-Box

School of Architecture

Fall 2016	2016/17 SoA Lecture Series Poster
Spring 2015	SoA Post-doc Search Committee
2011- 2014	Beginning Design Curriculum Committee
2012- 2014	cademic Culture Committee
2012 - 2013	Pre-Major Coordinator
2011 - 2013	Curriculum Committee
2011 - 2012	Admissions Committee
2010 - 2014	Student Portfolio Development
Spring 2014	Pre-Architecture Portfolio Lecture
Spring 2013	Student Lecture Series Poster Competition
Spring 2013	Pre-Architecture Portfolio Lecture
Spring 2012	Pre-Architecture Portfolio Lecture
Fall 2012	Graduate Admissions Portfolio Intensive workshop
Fall 2012	Graduate Admissions Portfolio Lecture

College of Architecture + Planning

Spring 2018	College of Architecture + Planning 'U Design' Day
Spring 2018	College of Architecture + Planning Signage & Wayfinding development task-force
Fall 2017	Design Foundations Workshop Coordinator
Spring 2017	Red, White and U Day
S 2017- current	College of Architecture + Planning PR/Design task-force
Spring 2017	College Policy Advisory Committee, member
Fall 2016	College of Architecture + Planning Design Charrette Co-Chair
Fall 2015	National Conference for the Beginning Design Student 2017, Co-Chair
Fall 2015	College of Architecture + Planning Design Charrette Committee
Fall 2014 - S 15	Dean's Task Force for Inter-disciplinary courses
Fall 2014 - S 15	College re-branding and identity Research Study

University of Utah

F 2018	Digital Matters Advisory Committee
S 2018	Digital Matters Identity Design
S 2018	Digital Matters Director Search Committee
S 2018	Book Arts Joint Curriculum Committee
S 2017 - 2018	Digital Matters Lab Steering Group
F 2015 – Current	University Facilities and Campus Management Committee
F 2015	Undergraduate Studies Fall Retreat Facilitation and Content development
2014/2015	Bennion Center Faculty Advisory Committee

COMMUNITY
SERVICE:

2015 - current	Greek Orthodox Community of Salt Lake Building Committee & Capital Campaign
2012 - 2017	Graphics Chair, Avenues Street Fair Committee
2015- 2016	Board Chair, NOW-ID Interdisciplinary Dance & Design Company
2014	Director, Salt Lake Design Week 2014
2013- 2015	Vice-President, AIGA Salt Lake City Chapter
2012 – 2015	Creative Director, Graphics Chair, 2015 National Convention Organizing Committee, Pancretan Association of America
2013	Salt Lake Design Week Organizing Committee

PROFESSIONAL
MEMBERSHIPS: AIGA
Type Directors Club
Design Management Institute

WORK
FEATURED: **INTERNATIONAL DESIGN BOOKS & MAGAZINES**
The Ladies of Letterpress (2015); Princeton Architectural Press
Palette 04: Neon. (2013) Hong Kong, China: Victionary
Vangool, J. (2013, Spring). Stationery Guide. Uppercase Magazine 17.

ONLINE
http://healthcare.utah.edu/moran/news/2015/05/13-eye-to-eye-exhibit.php
http://www.ekriti.gr/article/lampres-prosopikotites-tis-ellinikis-diasporas-i-kritikia-elpida-tsoytsoynaki
http://www.greekamerica.org/40-under-40/winners/class-of-2014/winner-bios/the-winner-is/elpitha-d-tsoutsounakis/
Newman, E. (2014, January 9) A Whisper and a Breath. Message posted to http://www.OnceWed.com
Woolf, T. (2013, August 19) Romancing the Stone: Natural Wonders. Message posted to http://www.saltlakebrideandgroom.com
Newman, E. (2013, June 20) Elegant Agate Inspired Wedding Ideas. Message posted to http://www.OnceWed.com
Newman, E. (2013, June 18) DIY Gold Leaf Table Numbers. Message posted to http://www.OnceWed.com
Winward, S. (2013, May 13) Kinfolk Flower Potluck. Message posted to http://www.Sarahwinward.com
Garey, N. (2013, March 11) Kristen's Fly Fishing Inspired Baby Shower Invitations. Message posted to http://www.OhSoBeautifulPaper.com
Hall, K. (2012, November 14) The Art of Layering. Message posted to Julep; http://www.Minted.com
Blodgett, M. (2012, September 27) Babble Blogger Favorites: Top Baby Shower Invitations of 2012. Message posted to http://www.Babble.com
Mullen, J. (2012, April 20) Erin Carraher Holiday Card. Message posted to For Print Only; http://www.UnderConsideration.com
Dolloff Eliseo, C. (2012, April 17) Print In Cursive: Twin Birth Announcement. Message posted to http://www.DesignWorkLife.com

WORK CITED: Slug Magazine Podcast: Sounds from the Underground episode #125, November 2013
The Salt Lake Tribune; June 23, 2013
Utah Daily Chronicle; March 26, 2013
Salt Lake / Park City Bride & Groom Summer/Fall 2013
Utah Bride and Groom 2013
http://m.deseretnews.com/photo/865628445
Woolf, T. (2013, August 19) Contemporary Asian Celebration. Message posted to http://www.Saltlakebrideandgroom.com
Cityweekly.net June 2013
Woolf, T. (2013, April 11) Happenings: Kinfolk Flower Potluck with Sarah Winward. Message posted to http://www.saltlakebrideandgroom.com
Magee, K. (2012, April 19) Quick Picks Thursday: 4.19.12. Message posted to http://www.PaperCrave.com

HANNAH **VAUGHN**

CURRICULUM VITAE

EDUCATION

2015	Immersion Masters Class, Woodstock, VT
	Tutors: Rick Joy, Peter Stutchbury, Richard Leplastrier
2010	Master of Architecture, University of Utah, Salt Lake City, UT
	Faculty Award for Design Excellence (2010)
	Study Abroad: Universidad Nacional del Litoral, Santa Fe, Argentina (2009)
2005	Bachelor of Arts in Philosophy, University of New Mexico, Albuquerque, NM
	Summa Cum Laude
2003	Université de Savoie, Ecole des Lettres, Langues et Sciences Humaines, Chambéry, Savoie, France
	Philosophy

PROFESSIONAL EXPERIENCE

2016 - Present	South Salt Lake Central Park Concession + Pavilion
	Design Consultant / Project Manager in collaboration with Carbon Architects
2016	BBM Law Office Interior Remodel, Salt Lake City, UT
	Design Architect / Project Manager
2015-2016	University of Utah OSH Redevelopment, Salt Lake City, UT
	Programming, Design and Coordination Team (MHTN Architects)
2013-2016	VOA Homeless Youth Resource Center, Salt Lake City, UT
	Design Architect / Project Manager (MHTN Architects)
2013-2015	The Front Climbing Club, Salt Lake City, UT
	Design Architect / Project Manager (MHTN Architects)
2013-2014	University of Utah School of Medicine Concept Development, Salt Lake City, UT
	Design and Visualization Team (MHTN Architects)
2013-2014	University of Utah Health Sciences Campus Master Plan, Salt Lake City, UT
	Design and Production Team (MHTN Architects)
2012	Bingham High School Applied Technology Renovation, South Jordan, UT
	Production Team
2011	North Carolina State University Talley Student Center, Raleigh, NC
	Production and Visualization Support
2010-2015	University of Utah Student Life Center, Salt Lake City, UT
	Design and Production Team (MHTN Architects)
2010-2011	Rio Tinto Regional Center Interior Remodel, South Jordan, UT
	Design and Production Team (MHTN Architects)

HANNAH **VAUGHN**

CURRICULUM VITAE

TEACHING EXPERIENCE

University of Utah School of Architecture, Salt Lake City, UT

2017	Undergraduate Advanced Design Workshop, Pre-Architecture
	Associate Instructor
2016	Undergraduate Design Studio, First Year Architecture Students
	Associate Instructor
2015	Graduate Comprehensive Design Studio, Second Year Graduate Architecture Students
	Associate Instructor (with P. McDonough-Jan and R. Knight)
2014	Undergraduate Design Studio, First Year Architecture Students
	Associate Instructor
2013	Undergraduate Design Studio, Second Year Architecture Students
	Associate Instructor (with A. Mooney)
2010	History II, Graduate School of Architecture, University of Utah, Salt Lake City, UT
	Teaching Assistant
2009	Structures I, Graduate School of Architecture, University of Utah, Salt Lake City, UT
	Teaching Assistant
2008	Structures I, Graduate School of Architecture, University of Utah, Salt Lake City, UT
	Teaching Assistant

RECOGNITION

2016	AIA Utah Honors Award, VOA Youth Resource Center and Shelter, Salt Lake City, UT
	Design Architect / Project Manager (MHTN Architects)
2016	Utah Housing Matters Urban Project of the Year, VOA Youth Resource Center and Shelter, Salt Lake City
	Design Architect / Project Manager (MHTN Architects)
2016	AIA Utah Merit Award, The Front Climbing Club, Salt Lake City, UT
	Design Architect / Project Manager (MHTN Architects)
2014	1st Place, Public Interest Design Award, VOA Youth Resource Center and Shelter, Salt Lake City, UT
	Design Architect / Project Manager (MHTN Architects)
2013	Founders Award, MHTN Architects award for Excellence in Design
2011	2nd Place, Ballet West "Fluid Adagio Design Build Competition", Urban Installation, Salt Lake City, UT
	In collaboration with S. Yribar and D. Brach
2010	Master of Architecture Design Award
2010	AIA Award of Merit for Excellence in the Study of Architecture
2010	Alpha Rho Chi Award for Leadership Service Merit
2007	Competition Finalist, Real Estate Challenge - Urban Development Project,
	In collaboration with S. Yribar and T. Lane

HANNAH **VAUGHN**

CURRICULUM VITAE

SELECTED PROJECTS

2016	"Une Chambres pour les Vivants / A Room for the Living, Landscape Installation, Performance, and Essay, Green River, UT
	Frontier Fellowship, hosted by Epicenter, in collaboration with D. Delorme
2015	"9 Territories," Exhibition, Salt and Plaster Sculpture, Finch Lane Gallery, Salt Lake City, UT
2015	"Salt," Published Photograph, Saltfront Journal, Issue No. 4
	Corollary poem by D. Smoland
2014	"Muse," Projection Installation, Beaux Arts Ball, Salt Lake City, UT
	In collaboration with the AIA Utah Young Architects Forum
2014	"Extended Landscapes," Panel Discussion, Art and Architecture in the American Mountain West, Salt Lake City, UT
	Moderator and Organizer, in collaboration with A. Mooney, H. Sidney Loe, F. Ferguson, J. Galarza, and Epicenter.
2011-2013	"Sixty-Nine Seventy", an Urban Ideas Competition, Salt Lake City, UT
	Co-organizer
2012	"Sustain the Granary", an Urban Preservation and Awareness Event and Installation in Salt Lake City, UT
	Co-organizer, MC
2011	Monograph of the Zen Gardens of Shunmyo Masuno
	Research and Editorial Assistant, Author: M. Locher
2010	"Curry on Salt", Performance Art Installation, Bonneville Salt Flats, UT
	In collaboration with T. Jette
2009	"Collective Voice", Interactive Traveling Memorial Installation, New Orleans, LA
	Designer, in collaboration with T. Lane, E. Boam, Z Fife; directed by L. Benham

PROFESSIONAL ASSOCIATIONS

2015-Present	Utah Museum of Contemporary Art (UMOCA) Board of Trustees, Salt Lake City, UT
2015-Present	University of Utah School of Architecture Admissions Committee
2013-2015	University of Utah School of Architecture Curriculum Committee
2012-2014	American Institute of Architects (AIA) Board of Directors, Utah Chapter
2011-Present	American Institute of Architects (AIA) Young Architects Forum (YAF) Member, Utah Chapter
2009-2010	AIAS University of Utah Chapter, Vice President

LANGUAGES

English (Native)
French (Fluent)
Spanish (Proficient)

WHEN NOT AT THE DESK, YOU'LL FIND ME

Running, Biking, Climbing, Reading, Making Things

ROBERT A. YOUNG, PHD, PE, FAPT, LEEP AP, HONORARY AIA-UTAH
Professor of Architecture & Historic Preservation Program Director

TEACHING
Adaptive reuse and preservation planning theory and practice; preservation technology and building rehabilitation planning; community revitalization; historic preservation/community revitalization studio; building economics and finance; historic building documentation methods; research methods; environmental systems integration; building performance analysis; sustainable building design; advanced lighting design; architectural programming; design juror; desk critic; master's project committee advising

RESEARCH AND SCHOLARLY/CREATIVE WORK
Social, environmental, and economic resiliency of the built environment, Stewardship of the built environment (sustainability and resiliency, historic preservation, rehabilitation, adaptive use, and community revitalization processes); research methods; architectural photography

EDUCATION
University of Utah, Doctor of Philosophy, 2018, Metropolitan Planning, Policy, and Design.
Eastern Michigan University, Master of Science, 1992, Historic Preservation Planning.
The University of Michigan, Master of Business Administration, 1991, Strategic Planning and Real Estate.
The Pennsylvania State University, Master of Science, 1984, Architectural Engineering
University of Maine, Bachelor of Science, 1978, Civil Engineering.

PROFESSIONAL DEVELOPMENT
CITI Human Research Course, 2017; University of Utah, Leadership Development Program, 2008.

HONORS AND AWARDS
Honorary AIA-Utah Member, American Institute of Architects, 2015
Association for Preservation Technology, "Lee Nelson Book Award" finalist, 2015
Golden Key International Honor Society, University of Utah, 2013
University of Mary Washington Center for Historic Preservation "Preservation Book Award" finalist, 2013
University of Utah Distinguished Teaching Award, 2011
College of Fellows, Association for Preservation Technology International, 2009
Leadership Development Program, University of Utah, 2009-2011
Trustee Emeritus, Utah Heritage Foundation, 2008
Presidential Citation, Association for Preservation Technology International, 2008
Association for Preservation Technology International "Lee Nelson Book Award" finalist, 2008
University of Utah Distinguished Service Professor, 2008
Lucybeth Rampton Award (lifetime service award), Utah Heritage Foundation, 2007
John R. Park Teaching Fellowship, University of Utah, 2006
Traditional Building Skills Institute Service Awards, 2006, 2008
Utah State Historical Society *Utah Preservation* Photo Contest Winner, 2002, 2003
Salt Lake City Historic Landmarks Commission Award for the G. H. Schettler House, 2002
Utah Heritage Foundation Preservation Award, G. H. Schettler House, 2001
CRS Center for Leadership and Innovation Archives Scholar, Texas A&M University, 1997

REGISTRATIONS
Licensed Professional Engineer (Michigan); LEED Accredited Professional (LEED-NC)

PROFESSIONAL MEMBERSHIPS
American Institute of Architects (Honorary AIA-Utah member); American Planning Association (APA); Association for Preservation Technology International (APTI) Fellow; American Society of Heating, Refrigerating, and Air-conditioning Engineers (ASHRAE); Building Technology Educators Society (BTES); Environmental Design Research Association (EDRA); International Congress on Monument and Sites/US

(ICOMOS/US); National Council for Preservation Education (NCPE); National Society of Professional Engineers (NSPE); National Trust for Historic Preservation Forum (NTHP Forum); Society of Building Science Educators (SBSE); Preservation Utah (UHF/PU); Vernacular Architecture Forum (VAF)

TEACHING ACTIVITIES
University of Utah College of Architecture + Planning, Professor, 2009-present; Associate Professor, 2000-2009; Assistant Professor, 1993-2000.
Comprehensive Building Technology Integration (ARCH-6612, Co-taught); Architectural Research Methods (ARCH-6815); Historic Preservation Theory and Practice (ARCH/CMP/REDEV-6500); Historic Preservation Technology (ARCH/CMP-6570) Historic Preservation Certificate (HPC) capstone option; Main Street Revitalization (ARCH/CMP-6581) HPC capstone option; Building Performance Analysis (ARCH-6353) HPC capstone option; Environmental Systems course sequence (ARCH-4350/6350 and ARCH-4351/4372/6351/6372); Historic Building Documentation (ARCH-6535); Project Finance (ARCH-6720); Guest lectures, consulting expertise, teaching demonstrations, and jury critiques for other lectures and design studio courses at the undergraduate and graduate levels; Supervisory committees for doctoral students in City and Metropolitan Planning and History programs.

ADMINISTRATIVE ACTIVITIES
Historic Preservation Program Director, 1995-Present
MSAS program coordinator, 2013-Present
Mountain West Planning & Design Academy, Co-Director, 2009-2013
Technology Curriculum Coordinator, 1993-Present

RESEARCH AND SCHOLARLY/CREATIVE WORK ACTIVITIES
Books
Economic Resilience of Property Values in Historic Districts, (PhD Dissertation), 2018
Stewardship of the Built Environment: Sustainability Preservation, and Reuse. Washington: Island Press, 2012
Historic Preservation Technology (Chinese translation). Hoboken: John Wiley & Sons. 2009
Historic Preservation Technology. Hoboken: John Wiley & Sons, 2008

International Peer-Reviewed Journals
"Historic Preservation and New Urbanism" *Journal of Planning History* (revise and resubmit), 2016.
"Historic Preservation and Local Economic Development." *Journal of Planning Literature.* (in progress).

Chapters/Essays in Books
"Hierarchical Level Modeling" (with Z. Levine and J. Kircher) and "Types of Research," in *Quantitative Methods for Planners* by R. Ewing, ed., Thousand Oak, CA: Sage, (in progress)

National Journals
"A Case Study in Material Flows," The *Alliance Review* (July-August 2014): 10-18

Statewide Publications
Book Review in *Utah Historical Quarterly*: "A Modest Homestead" Vol. 85 (4) Fall 2017: 365-366
Profits through Preservation: The Economic Impact of Historic Preservation in Utah, (with D. Rypkema) Utah Heritage Foundation, August 2013

Interviews
"Exploring the Possibilities of Preservation." *HiFi History Series*. Podcast interview by Clint Tankersley of Presonomics, September 2015
O'Brien, Kathleen. "Crunch the numbers and preservation wins." DJC Green Building Blog, November 16, 2012

Professional Papers & Conference Publications
Refereed National Conferences
"Building Technology within a New Architecture Curriculum" (with E. Carraher, R. Smith, P. Tripeny,) in
    Proceedings of the Building Technology Educators' Society 2017 National Meeting. Edited by S.
    Doyle, T. Leslie, and R. Whitehead. Des Moines, IA, June 2017

Grants, Contracts, Fellowships & Fund Raising
Extramural Funding (selected, $2,500+)
Profits through Preservation: The Economic Impact of Historic Preservation in Utah, a statewide analysis funded
    by Utah Heritage Foundation (with Heritage Strategies International), August 2013, $2,500
"Traditional Building Skills Institute Speaker Series," Snow College, Ephraim, UT, 1996-2012, $22,402
"Grand Tetons NP: Building Condition Assessment Study" National Park Service, 2002-2003, $77,172
"Reference Guide to Army Adaptive Reuse Projects," United States Army Corps of Engineers Research
    Laboratory, Urbana-Champaign, IL, June 1998, $19,305
Adaptive Reuse of School Buildings," CRS Archives Center, College Station, TX, March 1997, $2,500
"Climatic Factors in Regional Design," State of Utah Higher Education Technology Initiative
    Starter/Mentor Grant, Salt Lake City, Utah, May 1996, $6,000

Intramural Funding (selected $2,500+)
"New England Studies Seminar," University Teaching Grant, April 2006, $3,000
"John R. Park Teaching Fellowship," University Teaching Committee, March 2006, $10,000
"Stewardship of the Built and Natural Environments," Office of the VP for Research, April 2001, $5,997

Editorships and Manuscript Reviewer
Editorial Review Board. *PER Journal*, 2013-present
Editorial Review Board, *Journal of Green Building*, 2012-present
Editorial Board Member, *Buildings,* 2010-present
Manuscript Reviewer, *Environment and Buildings*, 2018-present
Manuscript Reviewer, *Journal of the American Planning Association*, 2015-present
Manuscript Reviewer, *Journal of American Planning Research*, 2014-present

Professional and Public Speaking Activities (Invited Speaker or Discussant)
National and International Symposia or Meetings
"Stewardship of the Built Environment: Sustainability and Building Reuse in Legacy Cities." Historic
    Preservation in America's Legacy Cities. Cleveland State University, Cleveland, OH, June 2014
"Undergraduate/Graduate Historic Preservation Program Connectivity," 2nd Undergraduate Historic
    Preservation Education Symposium, University of Mary Washington, Fredericksburg, VA, June 2013

Regional Conferences and Meetings
"Stewardship of the Built Environment: Preservation and Reuse as Sustainability" Intermountain
    Sustainability Summit, Weber State University, Ogden, UT, March 2014
 "Stewardship of the Built Environment: Clearing the Air about Preservation and Reuse." Mayor's
    Symposium on Mountain Urbanism. February 2014
 "Preserving Open Space: Through Stewardship," Zion National Park, Springdale, UT, July 2013

State Conference Presentations
"Design Guidelines: A Citizen's Primer," Preservation Utah Annual Conference, April 2016
"Be Your Own History Detective." Preservation Utah Annual Conference, May 2014
"Everything Old is New Again," AIA Utah Conference, Provo, UT, September 2012

Local
"Mountain Modern-Preservation and Reuse on the Wasatch Front," Salt Lake City Mayor's Symposium,
    Salt Lake City, UT, February 2014

"Design Week Walking Tour: Sustainability through Preservation and Reuse," Utah Center for
    Architecture, Salt Lake City, UT, October 2012
"Stewardship of the Built Environment: Sustainability through Preservation and Reuse," Town Hall
    Seattle, Seattle, WA, October 2012
"Sustainable Preservation," King County Historic Landmarks Commission, Seattle WA October 2012.
"Preservation + Performance: Retrofitting Our Existing Buildings and Historic Structures," King County
    Sustainable Cities Roundtable, Seattle WA October 2012

Guest Lectures
Advanced Technology: Adaptive Reuse (ARCH-6370), "Architectural Forensics," February 2017
Metropolitan Research Design (CMP 7401), "Economic Resilience of Property Values in Historic
    Districts," January 2017, January 2016, February 2015
Quantitative Methods (CMP-7022): "Types of Research" August 2014
Topics in Writing (CMP-7503): "The Joy of Writing." April 2014
Introduction to Architecture (ARCH-1615): "Stewardship of the Built Environment", November 2017;
    "Preservation and Stewardship of the Built Environment," April 2016; "How is Preservation and
    Reuse Relevant," April 2015; "Historic Preservation and Sustainability," October 2013; "Historic
    Preservation as a Sustainability Strategy," November 2012; "Historic Preservation in Contemporary
    Environments," April 2012; "Historic Preservation in a Sustainable Architectural Context,"
    November 2011; "Historic Preservation Overview," April 2011; "Historic Preservation in a
    Sustainable Architectural Context," December 2010; "Historic Preservation Overview," April 2010
Architecture Design Studio (ARCH-4010/6010): "Passive Thermal Systems: Phoenix AZ," January 2013
Architecture Design Studio (ARCH-6015): "Building Systems Integration," September 2012
Architecture Master's Project Studio (ARCH-6971): "Heating, Lighting, Cooling, Acoustics," 2010-2017.
Careers in Public History (HIST 6360): "Historic Preservation as Stewardship" February 2015, 2013

Invited Speaker in a Continuing Series
Traditional Building Skills Institute Lecture Series, Snow College, Ephraim (64 presentation, 1997-2012

Other Scholarly & Creative Work
Refereed International Journals (Blind Reviews)
"Cold War Collaboration: Urbanism in the United Nations - Yugoslavian project for the Reconstruction
    of Skopje after the 1963 Earthquake," *Journal of Architectural Planning Research,* December 2016
*"*Fingerprints in Clay: Recording the Vestiges of Convict Leasing at Atlanta's Chattahoochee Brick
    Company," *Journal of Architectural Education*, October 2016
*"*Getting Comfortable," *Journal of Architectural Education*, October 2016
"Quantitative Analysis to Assess the Appropriateness of Infill Buildings in Historic Settings," Journal of
    Architectural Planning Research, May 2015
"Choosing Between Modern and Heritage Buildings for Professional Services," *Journal of Architectural
    Planning Research*, September 2014
"Planning and the Pursuit of Resilience in Post-Katrina Louisiana," *Journal of Architectural Planning
    Research,* July 2014
"Preservation Education Practice" *PER Journal*, September 2013
"Daylight in a Cistercian heritage Church in Lisbon," *Journal of Green Building*, September 2013

Conferences & Symposia (Blind Reviews)
APTI "Mesa to Mountains" Symposium (37 abstracts), Salt Lake City, UT. March 2017
NTHP/NCPE "Student Learning Lab," (8 abstracts), Houston, TX, November 2016
BTES "Intersections & Adjacencies," (3 abstracts). Salt Lake City, UT, June 2015

Textbook Manuscript/Book Proposal Reviewer
Heritage Characterization and Preservation, by. L. Gonçalves, H. Rodrigues, and F. Gaspar, Boca Raton:

CRC Press, August 2016

Sustainable Community Development. by M. Deakin. New York: Taylor and Francis, 2013

Pocket Architecture: Daylighting and Integrate Lighting Design. by C. Meek and K. Van Den Wymelenberg, New York: Routledge, 2012

Architectural Acoustics Illustrated, by M. Ermann, Hoboken: John Wiley & Sons, 2012

Design-Tech Building Science for Architects, 2nd ed., by J. Alread, T. Leslie, and R. Whitehead. New York: Routledge, 2012

Board Appointments, Steering Committees, & Advisory Committees

Association for Preservation Technology International, Board of Directors, (Director, 2000-2004; *APT Bulletin* Book Review Editor, 2004-2008; *Preservation Technology Primer* Editorial Committee, 2007-2008; Technical Committee on Sustainable Preservation, 2004-present; Preservation Education & Research Subcommittee member, 2011– present, Co-Chair, 2011-2012; Technical Committee on Preservation Engineering, 2002-present; Special Publications Subcommittee, Chairperson 2002-2004; Publication Awards Jury, 2001, 2003, 2004); COF Student Mentor Committee, 2009-2015.

National Council for Preservation Education (Chair Emeritus, 2016-present; Chair, 2014-2016; Treasurer, 2011-2014)

Utah Heritage Foundation. Awards Committee, 2016

ASSIST Board of Trustees (Board Member, 2009-2016, Executive Director Search Committee, 2016).

Salt Lake City & County Building Conservancy and Use Committee, 2014-2015

Salt Lake Solutions (Fisher Mansion Partners Team, 2007-2012)

University Design Reviews, 2008-Present: USTAR Building, Kennecott Building, Sorenson Arts and Education Center, Southwest and North Central Chiller Plants, Student Life Center, Crocker Building, Alumni House, Executive Business Education Building, South Campus Student Housing.

Campaign for Community Development Committee-College Liaison, 2014-2015

University Sustainability Committee, 2010-2013

University General Education Committee, 2009-2013

Lowell Bennion Center, Service Learning Advisory Committee, 1996-2013

School of Architecture Committees: Leadership Team, 2016-present; M.S.A.S. Coordinator, 2013-present; Technology Coordinator, 1993-present; Faculty Affairs/RPT Committee. Chair 2013-present, Member 2005-present; MRED Director Search Committee, 2012-2013; Admissions Recruitment, and Diversity Committee, 2016-2018; Curriculum Committee, Chair, 2009-2013; Member 2002-2013, 2015-2018; Faculty Search Committee, Member, 2012-2013

Conference, Seminar, & Workshop Planning

International

Session Chair, APTI'17, Ottawa, Ontario, Canada, October 2017

Planning Committee/Program Committee Co-chair, "APT Mesa to Mountains Symposium", Salt Lake City, UT, March 2017

National

Session Moderator, Architectural Research Center Consortium, Conference, SLC, UT, June 2017

Conference Planner/Historic Preservation Track Chair, Building Technology Educator's Society Conference, University of Utah College of Architecture + Planning, Salt Lake City, UT, June 2015

Regional

Workshop Coordinator, Mountain West Planning & Design Academy, College of Architecture + Planning, 2009-2013

Invited External RPT Reviewer

Cornell University, CAAP, 2016; Montana State University SOA, 2014; University Vermont, History, 2014; Ball State University, Architecture, 2014; University of Illinois Urbana Champaign, SOA, 2014; University of Colorado Denver, CAP, 2013; Texas A&M University, CAP, 2012

EDUCATION

2001-2011	**PRINCETON UNIVERSITY** PhD Program, History and Theory of Architecture
2001	**MASSACHUSETTS INSTITUTE OF TECHNOLOGY** SMArchS, History, Theory & Criticism, Art& Architecture
1998	**HARVARD UNIVERSITY** Special Studies, Graduate School of Arts and Sciences
1993	**NATIONAL COLLEGE OF ARTS, LAHORE** BArch, Department of Architecture

RESEARCH

PUBLISHED BOOKS

Archipedia: Utah's 100 Most Important Architectural Sites (Charlottesville:University of Virginia Press and SAH: 2016 & 2018).

Broadcasting Buildings: Architecture on the Wireless, 1927-1945 (Cambridge: MIT Press, Feb. 2014).

BOOKS UNDER PREPERATION

The Resonant Tomb in the Indo-Persian World, 1800 CE to Present (Preliminary research)

Editor, *Decolonzing Architectural Pedagogy* (Preliminary research)

BOOK CHAPTERS

"Sir John Summerson and the Art of Modern Storytelling: Radio, Architecture and Democratic Culture" in *Modernities Across Space and Time* (Charlottesville: University of Virginia Press: December 2016).

"Monument without Qualities: Popular and Official Appropriations of Jinnah's Mausoleum in Karachi," in *Architecture + Identity* (Berlin: JOVIS Publishers, 2009).

PEER REVIEW JOURNAL ARTICLES

"Aesthetic Foundations of Hannah Arendt's Thought," (Ready for Submission).

"Future of Architectural Journals in 21st Century," *Journal of Architectural Education* (Under Review).

"The Porous Shells of Radiophony or Towards an Auditory Reading of Radio Stations," *Journal of Architecture* (Accepted & Under Publication).

"Broadcasting as Oral History: Post WWII BBC Programs on Architecture," *Sound Studies: An Interdisciplinary Journal* (Under Review).

"Where has Stan Walked Us," *Stanford Anderson and the HTC: Symposium Proceedings* (Cambridge: MIT HTC and AKPIA, Forthcoming).

"Decolonializing Architectural Pedagogy," ACSA Working Papers, *Dialectic*

Shundana Yusaf

69 University Street
Salt Lake City, UT 84102
801 585 9968
shundana@arch.utah.edu

Current Position

Assistant Professor
School of Architecture
University of Utah

Broadcasting Buildings

MIT Press 2014

Research Interests

Media Studies in Architecture

Sound Studies

Technology of Communication and Transportation in a Global Context

Colonialism and Globalization

Modern Religion

Modern Islam

VII: A Journal of the School of Architecture, Fall 2019.

"Editorial: The Figure of Vernacular in Architectural Imagination," *Dialectic V: A Journal of the School of Architecture,* Spring 2017.

"Editorial: The Future of Design Build in 21st Century," *Dialectic III: A Journal of the School of Architecture,* Spring 2015.

Co-Author with Jose Galarza "Taking the Pulse of Bluff," *Dialectic III: A Journal of the School of Architecture,* Spring 2015. (Also published as "Bluff: A Correctional Facility for Design Build Pedagogy and Practice," in *Creating Making* (Norman: University of Oklahoma Press, April 2015; "Dream of Building or the Reality of Dreaming," in Screen/Print #31: Dialectic III, *Archinect*).

Second Author to David Hamby "Who Can Catch the Rain? Cautionary Tales for Design-Build Programs," *Dialectic III,* Spring 2015.
"Rosie Joe," *Dialectic III: A Journal of the School of Architecture,* Spring 2015.

"Oral Travelogues and New Preservation: The Curious Case of Sir John Betjeman," in *Connections, European Studies Annual Review,* 2013.

Second Author to Harrison Bush "Fictional Moves: The Architecture of Pedagogic Space," in *Dialectic II,* 2013.

"The English House in the Age of its Wireless Dispersal," in *Journal of Architecture,* August 2011.

"Tradition after Baudrillard: Speaking FORM on Early British Radio" in *Traditional Dwellings and Settlements Review,* Winter 2008.

"Production of Space: A View from Below" in *IASTE Working Papers*, (Berkeley: Berkeley University Press, 2008).

"Broadcast Culture: The Fate of Arts in the Space of British Radio (1927-1945)" in *Thresholds*, Fall 2007.

"Future as the Space of Possibles" in *Imag(in)ing Worlds to Come* (Quebec City: University of Laval, 2006).

"Wireless Sites: British Architecture in the Space of Radio (1927-1945)" in *IASTE Woking Papers*, (Berkeley: Berkeley University Press, 2006).

"Shimmering Borders" in Sirhandi, Marcella Nessom, ed. *Lubna Agha: Points of Reference* (Karachi: Foundation for Modern Art, 2006).

PEER REVIEWED TEACHING MATERIAL
"Introduction to Technologies of Globalization in the History of Architecture," Global Architectural History Teaching Collaborative (GAHTC), 2014
"Architecture of Early Horse Cultures," GAHTC, 2014
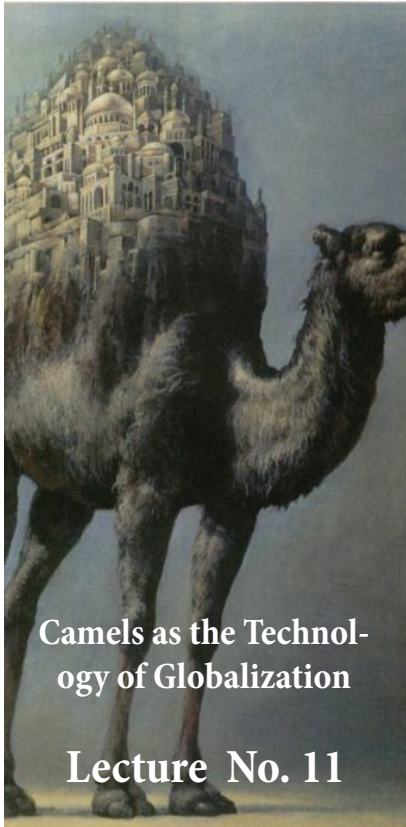
Camels as the Technology of Globalization

Lecture No. 11

Teaching Interests

Global History of the Built Environment

Modern Soundscapes

Islamic Settlements in a Global Context

"Camels as the Technology of Globalization," GAHTC, 2016
"The Impact of Early Ships on the History of Architecture," GAHTC, 2016
"Early Wheels in the History of Architecture," GAHTC, 2016

"Architecture of the Early Writing Cultures,"GAHTC, 2018
"The Built Environment in Oral Societies," GAHTC, 2018

BOOK/ MULTIMEDIA REVIEW
"Review of Madhuri Desai, Benaras," *Traditional Dwellings & Settlements Review,* Fall 2018, Vol. 30:1 (under preparation).

"Review of Al Jazeera series: Rebel Architecture," *Journal of Architectural Education,* 2015, Vol. 70:1.

Multimedia Review, "Design in the Street" and "Meaning and Purpose in Design," in *Journal of the Society of Architectural Historians,* June 2010.

Two Call for Papers III and IV, Front Matter, Back Matter and Cover, *Dialectic III: A Journal of the School of Architecture,* Spring 2015.

PRESENTATIONS

INTERNATIONAL
International Assosiation for the Study of Traditional Environment, Coimbra (Delivering a plenary, 2 papers & chairing 1 session)
Plenary Paper: Emergent Themes at Coimbra Conference **(Invited Talk)**
Panel I Theme: *Conflict and Memory*
Paper: "The Resonant Shrine: On Utopians and Hetrotopias"
Panel II Theme: *Are We Teaching Global Yet*
Paper: "Teaching Global in a Neo-Tribal World," Fall 2018

Association of Asian Studies, Delhi
Panel Theme: Affective Outpourings: Intimate Publics in South Asia
Paper: "The Resonant Tomb: The Shrine of Latif Bhattai," Summer 2018

Society of Architectural Historians, St. Paul
Panel Theme: *Religion in Secular American Architecture*
Paper: "House as Axis Mundi of Mormon Space and Cosmology," Spring 2018

University of Queensland, Brisbane
Book Workshop: *Architectural History in a Manner of Speaking: Oral History as a Method in Architecture*
Paper: "Oral Travelogues and Popular Culture," Fall 2017

Universidad Nacional Mayor de San Marcos, Lima **(Invited Talk)**
Platform: International Seminar of Global History
Paper: "Global History Approach to South Pacific Historiography"Spring 2017

Asian American Awareness Week **(Invited Talk)**
Theme: Panel on Japanese Internment Camps and Muslim Registries
"Trump's Travel Ban: The Historian's Culpability in How We Got Here,"
University of Utah, April 2017

Utah Historical Society, Salt Lake City **(Invited Talk)**
"Between Secular and Sacred Architecture," May 2016

United States Institute for Theatre Technology **(Invited Presentation)**
Presention and Walking Tour: "Sarcred and Secular Architecture in Downtown
Salt Lake City," March 2016

School of Architecture, University of Utah **(Invited Talk)**
Paper: "The Histories and Theories of Sacred Space," Fall 2015

"Early Islam," in Prescott Muir's course "Introduction to Architecture," University
of Utah, Spring 2013 & 2015. **(Invited Talk)**

Architecture Week, Utah Center for Architecture, Salt Lake City **(Invited Talk)**
Theme: Thomas Jefforson: Architecture and Civic Places
Talk: "The Crisis of Civic Architecture in Salt Lake City," April 2015

Girls Scouts Event at School of Architecture, University of Utah, **(Invited Talk)**
"My Journey to Architecture," Spring 2014

Governor's Summit of Native American Tribes in Utah, Utah Valley University
(Invited Talk)
"Architecture: A View from Below," Fall 2014

School of Architecture, Pratt Institute, New York **(Invited Talk)**
Paper: "Current Trends in Disciplinary Media Studies," September 2010

Asian Institute of Technology, Bangkok **(Invited Talk)**
Paper: "Recent Trends in Architectural Scholarship," 2005

HONORS AND AWARDS

Year	Amount	Award
2017-2019		Fulbright Specialist Program
2017	$15,000	American Institute of Pakistan Studies
2016	$30,000	Fulbright Scholars Research Grant
2016		General Education Teaching Award, UofU (Nominated)
2015	$3,000	B.W. Bastian Foundation, Challenge Grant for KCPW
2015		University Teaching Grant, UofU (Not Funded)
2015	$12,000	GAHTC, Mellon Foundation, Grant for the Develop ment of Teaching Material-II (7 Lectures)
2014	$10,000	GAHTC, Mellon Foundation, Grant for the Develop ment of Teaching Materi al-II (6 Lectures)
2014		Faculty Research & Creative Grant, UofU (Not Funded)
2014		Graham Foundation, Grant for Documentaries on Sufi Shrines

Recent Courses

Introduction to Architecture
(General Education)

World History I: Architecture &Technologies of Globalization
(Architectural Undergraduate)

Islamic Architecture in a Global Context
(Humanities & Architectural Graduate)

Mediaauras: Architecture in the Age of Different Media
(Architectural Graduate)

Utah Architecture: Religion, Regionalism, and Preservation
(Architectural Graduate)

History, Theory and Practice of Architectural Preservation
(Architectural Graduate)

Vernacular Architecture in the American West
(Architectural Graduate)

Pedagogic Philosophies andArchitecture of Schools
(Architectural Graduate)

History and Criticism of Low Cost Housing in United States
(Architectural Graduate)

		in Iran, India, & Pakistan, UofU (Not Funded)
2013	$3,000	University Teaching Grant, UofU (Not Funded)
2013	$5,000	Graham Foundation, Publishing Grant for the Journal
2007	$10,000	Paul Mellon Fellowship, Dissertation Writing
2006	$3,000	Graduate School, Princeton University, Award Scholarly Travel
2006	$3,000	School of Architecture, Princeton University, Travel Grant
2004	$10,000	Graham Foundation, Conference Stipend "Discipline Building"
2002-2005		Graduate School, Princeton University, Student Stipend
2001-2006		Graduate School, Princeton University, Graduate Studies
2003		Center for Human Values, Princeton University, Travel Award
2002-2003		European Languages, Princeton University, Training Grant
2003-2004		Butler Travel Prize, SoA, Princeton University, Travel Award
2000-2001		Aga Khan Program for Islamic Architecture, MIT, Special
1996		Common Wealth Fellowship for Training Program Singapore
1993		NCA, Lahore, Pakistan, Thesis Distinction

PROFESSIONAL SERVICE SINCE 2012

2016-2019	Senator, Representative of SoA, Academic Senate, University of Utah
Spring 2017	Cirriculum Development, HTC sub committee
2012-to date	Member, Academic Culture Committee, SoA, University of Utah
2016-2017	Member Campus Tobacco Policy Review Board, University of Utah
2016-to date	Member, Marriot Library Selection Committee, University of Utah
2015-2016	Member, Marriot Library Deselection Committee, University of Utah
2014-to date	Board Member of KCPW, SLC's local public radio
2012-2016	Organize and led a Writing Bootcamp at the University of Utah
July 2015	Manuscript Evaluation for several architectural journals and presses
June 2015	Walking Tour of Downtown Salt Lake for Building Technology Educators Society Conference held at the University of Utah
April 2015	Walking Tour of Historic Preservation Sites in Utah for students of hisotric preservation at the University of Utah
Spring 2015	Member of Selection Committee for Post-doc in Architecture at UofU
Feb. 2015	Participant of Focus Group on Academic Advising
Feb. 2015	Participant as Mentor at Earth U, Diversirty in Sustainabilty
2014-2016	Jury Duty at the National History Day
Summer 2014	Presentation at Governors Summit for Native American Nations
Summer 2014	Presentation to prospective students at the School of Architecture
2014-to date	Member of Center of Religion, University of Utah
Spring 2013	Presentation at Girls Scouts Event at the School of Architecture
Spring 2013	Survey of the School of Architecture: "Taking the Pulse,"
Spring 2013	Guest Editor, *Connections*
Fall 2012	Feasibility Study and Proposal for PhD Program in Architecture
2012-to date	Founder and Editor of *Dialectic, A Journal of the School of Architecture*
2013-to date	Member of Center for Asian Studies, University of Utah
2012-to date	Guided tours to Four Corners, Salt Lake City, Park City and Ogden
2012-2013	Board Member Rocky Mountain European Scholars Consortium

PROFESSIONAL AFFILIATIONS

Society of Architectural Historians (SAH)
American Institute of Pakistan Studies (AIPS)

Appendix G

Programs of Study: Degrees and Certificates

APPENDIX G INDEX

BACHELOR OF SCIENCE IN ARCHITECTURAL STUDIES
http://soa.cap.utah.edu/degrees/undergraduate/

The undergraduate program in architectural studies is a pre-professional degree in architecture that provides a well-rounded academic foundation from which an individual might develop pre-professional competency for entry-level employment in the building industry. For those seeking work at the graduate level, it provides a thorough preparation for a professionally-accredited Master of Architecture program, or studies in related environmental design fields. The program requires two years of liberal arts education during which students will take a number of pre-architecture requirements. Once admitted into the major after the sophomore year, students take a number of required courses which provide a broad introduction to the field of architecture and a solid foundation for the development of individualized programs at the graduate level.

NEW BSAS CURRICULUM
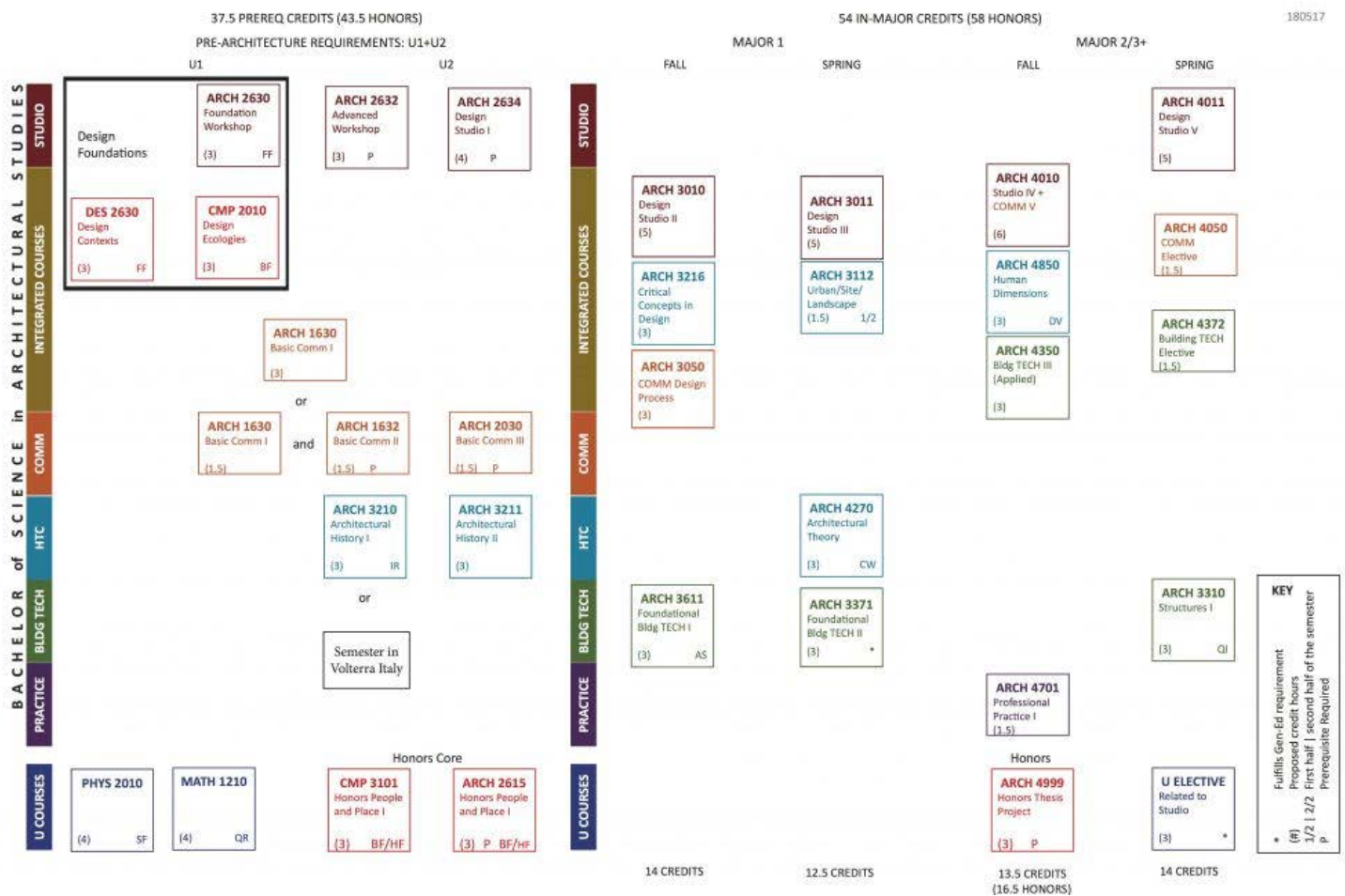
CURRENT (OLD) BSAS CURRICULUM

BACHELOR OF SCIENCE IN ARCHITECTURAL STUDIES

PRE-ARCHITECTURE COURSES

ARCH 1610	ARCH 1611	ARCH 1630	ARCH 2632
LEAP (3) FF/HF	LEAP (3) FF	Architectural Graphics (3)	Advanced Design Workshop (3)

OR

ARCH 1615	ARCH 2630
Intro to Architecture (3) FF	Design Workshop (3) FF

MATH 1210	PHYS 2010	PHYS 2020	ARCH 2611
Calculus (4) QR ✱	Physics 1 (4) SF ✱	Physics 2 (4) SF ✱	OR Built Environment (4) ✱

✱ Pre-requisite Required

APPLY TO PROGRAM AT END OF SPRING SEMESTER

MAJOR YEAR 1

FALL	SPRING
ARCH 3010 — Major I Studio 1 (5)	ARCH 3011 — Major I Studio 2 (5)
ARCH 3050 — Communications 1 (3)	ARCH 3052 — Communications 2 (3)
ARCH 3210 — ARCH History 1 (3) IR	ARCH 3211 — ARCH History 2 (3)
ARCH 3371 — Materials Construction (3)	ARCH 3310 — Structures 1 (3) QI

MAJOR YEAR 2

FALL	SPRING
ARCH 4010 — Major II Studio 1 (5)	ARCH 4011 — Major II Studio 2 (5)
ARCH 4270 — ARCH Theory (3) CW	ARCH 4850 — Human Dimensions (3) DV
ARCH 4350 — Environmental Systems 1 (3)	ARCH 4112 — Site and Urban Design (3)
ARCH 4311 — Structures 2 (3) QI	ARCH 4372 — Building Technology (3)

APPLY TO GRAD SCHOOL

HONORS COURSES

CMP 3101	ARCH 2615
Honors People and Place I (3) BF/HF	Honors People and Place II (3) BF/HF

General Education Requirement Codes

AS = Applied Science
BF = Social/Behavioral Science
CW = Communication/Writing
DV = Diversity
FF = Fine Arts
HF = Humanities
SF = Physical Science
QI = Quantitative Intensive
QR = Quantitative Reasoning

HONORS COURSE

ARCH 4999
Honors Thesis/Project (3) ✱

CLASS TYPE

- DESIGN STUDIO
- COMMUNICATION
- TECHNOLOGY
- HISTORY THEORY CRITICISM

Grant Allen
Academic Advisor
College of Architecture + Planning
The University of Utah
375 South 1530 East, 235 ARCH
Salt Lake City, UT 84112
Office: 801.581.7175
advisor@arch.utah.edu
www.arch.utah.edu

Mayra Focht
Administrative Officer/Advisor
School of Architecture
University of Utah
375 South 1530 East, 332 ARCH
Salt Lake City, UT 84112
Office: 801.585.5354
mayra@arch.utah.edu
In Office: Monday-Thursday

College of ARCHITECTURE + PLANNING
THE UNIVERSITY OF UTAH

BACHELOR OF SCIENCE IN MULTI-DISCIPLINARY DESIGN
http://design.cap.utah.edu/programs/

Using product design as a vehicle to investigate design research, human-centered design principles, interface development, articulation of product forms, and materials and digital manufacturing principles, the MDD program has at its core the shared fundamental understanding of the language, processs, and application of design and design thinking. This proposes to use design as a verb for activities rooted in 4 cornerstones: Engagement, Community, Collaboration and Responsibility. This broad perspective allows for students to see the connections between these design specialties and focus on the process of design as a creative idea and development framework. It expands students' horizons by engaging with other design disciplines in strategic and collaborative ways. This approach can lead to exciting new design engagement that can deeply engage the world as it is and as it is becoming.

MULTI-DISCIPLINARY DESIGN \ COURSEMAP > B.S. DESIGN

DESIGN FOUNDATION — YEAR 1

FALL				SPRING				SUMMER		
ARCH 2630	DESIGN FOUNDATION WKSHP	3	FF	OR ARCH 2630	DESIGN FOUNDATION WKSHP	3	FF	DES 2510	DESIGN STUDIO	6
DES 2630	DESIGN CONTEXT	3		OR DES 2630	DESIGN CONTEXT	3				
CMP 2010	DESIGN ECOLOGY	3	BF	OR CMP 2010	DESIGN ECOLOGY	3	BF			
DES 2615	INTRO TO DESIGN THINKING	3	FF, CEL	OR DES 2615	INTRO TO DESIGN THINKING	3	FF, CEL			

Please note:
DES 2510 is required to continue in the program.
It is only offered in the Summer.

APPLY

DESIGN SOPHOMORE — YEAR 2

FALL				SPRING				SUMMER
DES 3510	DESIGN PRODUCT STUDIO 1	6	< >	DES 3515	DESIGN RESEARCH STUDIO 1	6		
DES 2820	RESEARCH METHODS	3		DES 2810	DESIGN HISTORY & THEORY	3		
DES 2700	VISUAL STRATEGY	3		DES 2830	HUMAN FACTORS	3		
PHYS 2010	PHYSICS	4	SF	OR PHYS 2010	PHYSICS	4	SF	

DESIGN JUNIOR — YEAR 3

FALL				SPRING				SUMMER
DES 3520	DESIGN PRODUCT STUDIO 2	6	< >	DES 3525	DESIGN RESEARCH STUDIO 2	6		
	DESIGN TRACK COURSE 1	3			DESIGN TRACK COURSE 2	3		
	DESIGN ELECTIVE	3			DESIGN ELECTIVE	3		

DESIGN SENIOR — YEAR 4

FALL				SPRING			
	Internship		< >	DES 4510	SENIOR DESIGN STUDIO	6	
	DESIGN TRACK COURSE 3	3					

Students must complete 1 of 2 Product Tracks.

Students must complete 2 Design Elective courses. Courses may not be counted for both the Design Track and electives.

PHYSICAL PRODUCT DESIGN TRACK		
DES 4800	MANUFACTURING METHODS	3
DES 4805	PROTOTYPING METHODS	3
DES 4200	PRODUCT DESIGN & DEVELOP.	3

DIGITAL PRODUCT DESIGN TRACK		
DES 4810	INTRO DIGITAL PRODUCT	3
DES 4820	ADVANCED DIGITAL PRODUCT	3
DES 4830	DIGITAL ANALYTICS	3

DESIGN ELECTIVE COURSES		
DES 3810	SOFT GOODS (SUMMER ONLY)	3
DES 4835	DESIGN ENTREPRENEURSHIP	3
DES 4800	MANUFACTURING METHODS	3
DES 4805	PROTOTYPING METHODS	3
DES 4200	PRODUCT DESIGN & DEVELOP.	3
DES 4810	INTRO DIGITAL PRODUCT	3
DES 4820	ADVANCED DIGITAL PRODUCT	3
DES 4830	DIGITAL ANALYTICS	3

> PUBLISHED SPRING 2018 / CATALOG YEAR 18/19

MASTER OF ARCHITECTURE: TWO-YEAR

http://soa.cap.utah.edu/degrees/graduate/march/
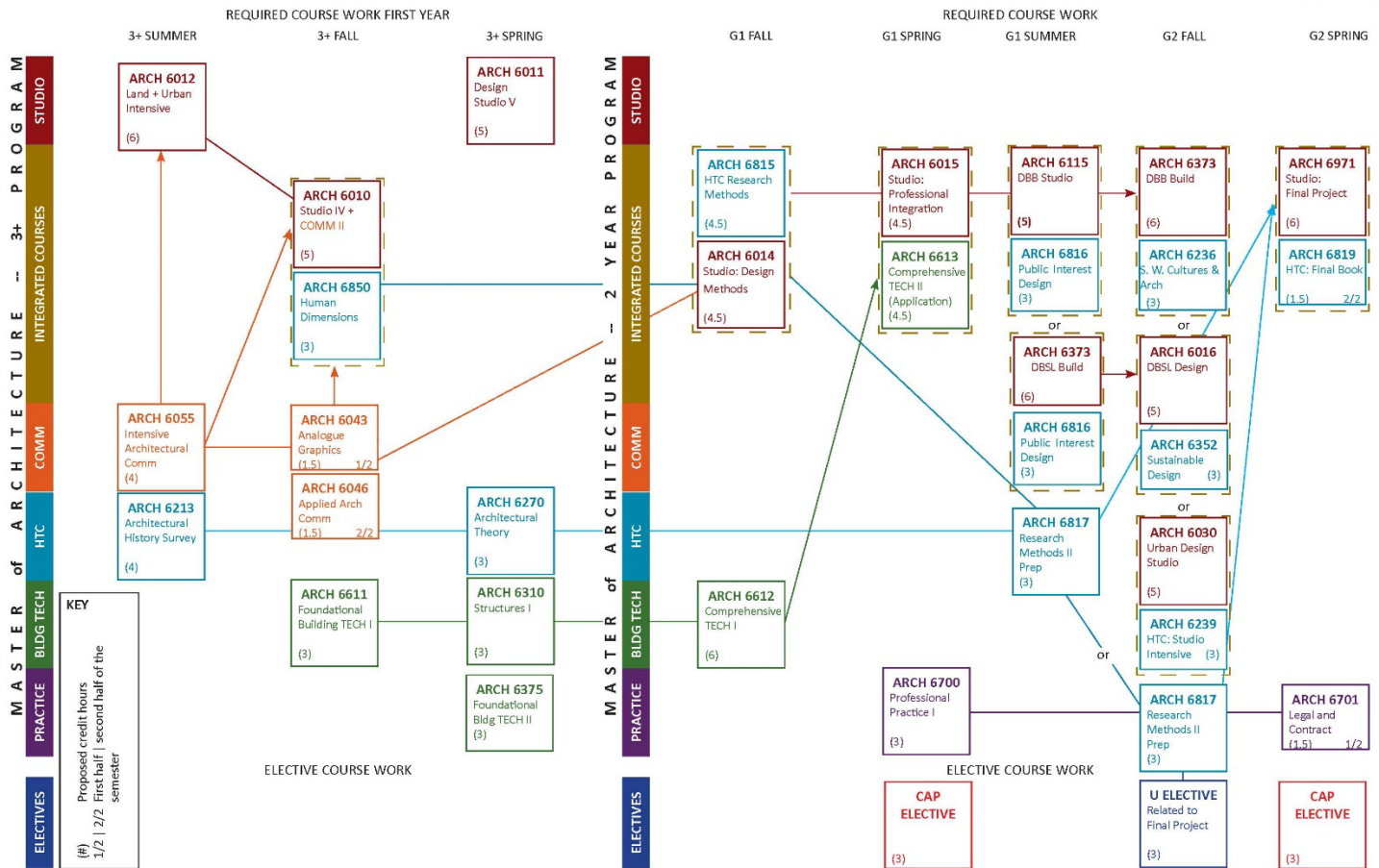
The Master of Architecture (M.Arch) is a first accredited professional degree that provides students with a comprehensive education leading to the practice of architecture. It is designed to allow students opportunities to prepare for specialization in the field in the areas of architectural design and representation, architectural technologies and building performance, architectural history/theory/criticism, digital fabrication, and historic preservation.
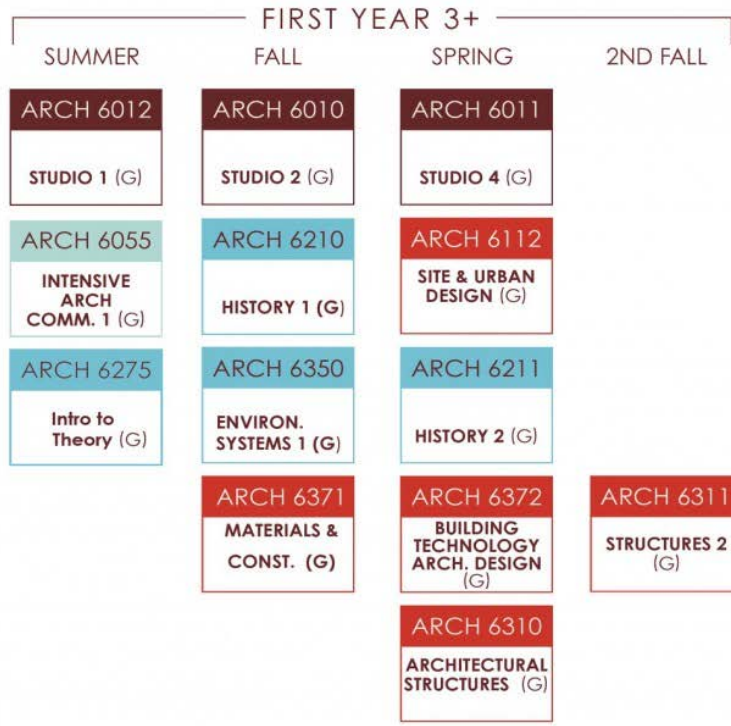
The new two-year M.Arch curriculum (depicted combined with the 3+ curriculum) is shown below and the current (old) two-year M.Arch curriculum appears on the following page.

NEW TWO-YEAR M.ARCH CURRICULUM

CURRENT (OLD) TWO-YEAR M.ARCH CURRICULUM

MASTER OF ARCHITECTURE -- 2 YR. PROGRAM

REQUIRED COURSE WORK EXAMPLE

CLASS TYPE

G1 FALL	G1 SPRING	G2 FALL	G2 SPRING

STUDIO SESSIONS 3.0 3.0

STUDIO INTEGRATED 5.0

STUDIO COMPREHENSIVE 5.0

STUDIO CAPSTONE 5.0
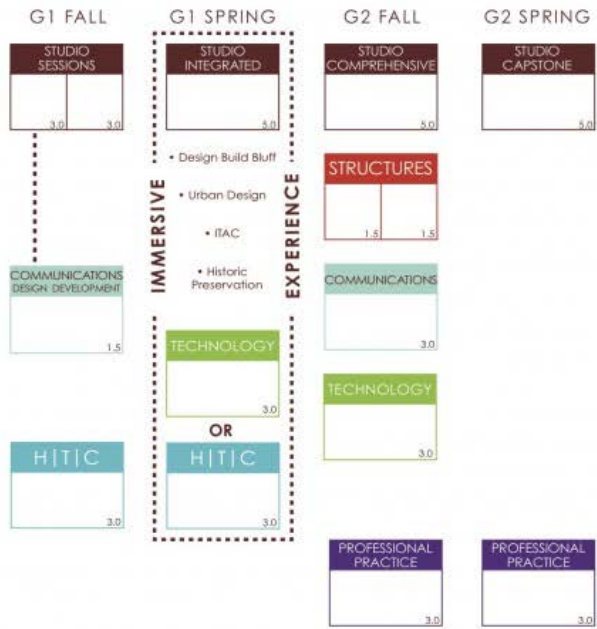
4 SEMESTERS (20-21 TOTAL CREDITS) — STUDIO

IMMERSIVE
- Design Build Bluff
- Urban Design
- ITAC
- Historic Preservation

EXPERIENCE

STRUCTURES 1.5 1.5

1 SEMESTER (3 TOTAL CREDITS) — STRUCTURES

COMMUNICATIONS DESIGN DEVELOPMENT 1.5

COMMUNICATIONS 3.0

1 SEMESTER + 1 SESSION (4.5 TOTAL CREDITS) — COMMUNICATIONS

TECHNOLOGY 3.0

OR

TECHNOLOGY 3.0

1 SEMESTER (3 TOTAL CREDITS) — TECHNOLOGY

H|T|C 3.0

H|T|C 3.0

2 SEMESTERS (6 TOTAL CREDITS) — HISTORY/ THEORY/ CRITICISM

PROFESSIONAL PRACTICE 3.0

PROFESSIONAL PRACTICE 3.0

2 SEMESTERS (6 TOTAL CREDITS) — PROFESSIONAL PRACTICE

ELECTIVE COURSE WORK

ELECTIVES **ELECTIVES** **ELECTIVES** **ELECTIVES**
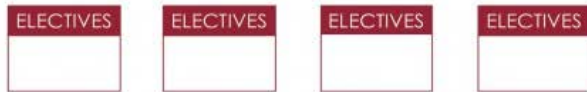
(12 TOTAL CREDITS - 5000 OR ABOVE IN ANY UNIVERSITY DEPARTMENT)

MASTER OF ARCHITECTURE: 3+
http://soa.cap.utah.edu/degrees/graduate/march-3/

The 3+ Master of Architecture program is designed for students who do not have an undergraduate degree in architecture. The program can be completed by students in just over three years of study and prepares students for professional practice as an architect. The Master of Architecture (M.Arch) is a first accredited professional degree that provides students with a comprehensive education leading to the practice of architecture. It is designed to create opportunities for students and faculty to make meaningful connections between the different areas of instruction – design, history/theory/criticism, building technology, communications, and professional practice.

The new 3+ M.Arch curriculum (combined with the two-year curriculum) is show below and the current (old) 3+ M.Arch curriculum appears on the following page.

NEW 3+ M.ARCH CURRICULUM
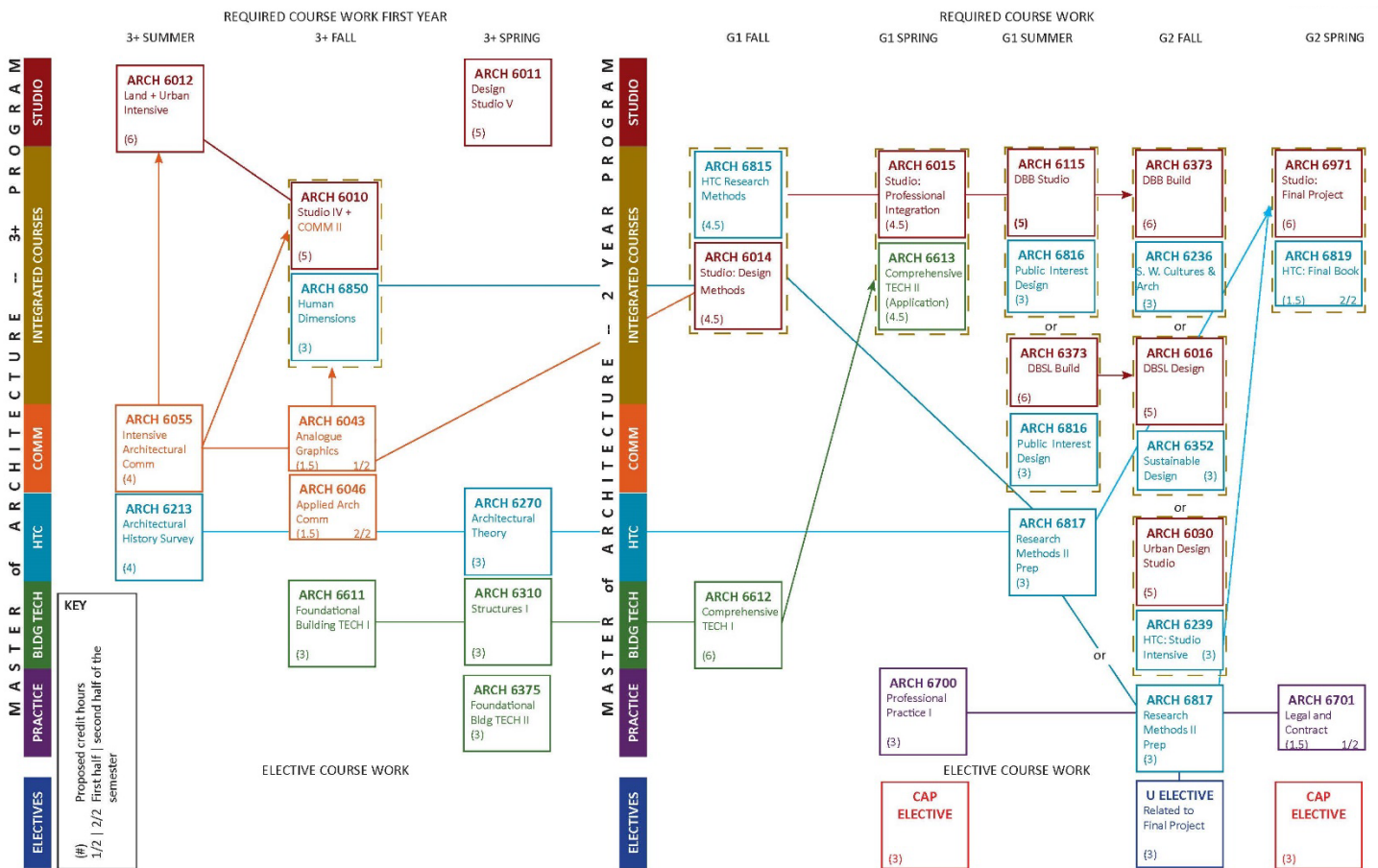
CURRENT (OLD) 3+ M.ARCH CURRICULUM (first year only)

MASTER OF ARCHITECTURE -- 3 + PROGRAM

FIRST YEAR 3+

SUMMER	FALL	SPRING	2ND FALL
ARCH 6012	ARCH 6010	ARCH 6011	
STUDIO 1 (G)	STUDIO 2 (G)	STUDIO 4 (G)	
ARCH 6055	ARCH 6210	ARCH 6112	
INTENSIVE ARCH COMM. 1 (G)	HISTORY 1 (G)	SITE & URBAN DESIGN (G)	
ARCH 6275	ARCH 6350	ARCH 6211	
Intro to Theory (G)	ENVIRON. SYSTEMS 1 (G)	HISTORY 2 (G)	
	ARCH 6371	ARCH 6372	ARCH 6311
	MATERIALS & CONST. (G)	BUILDING TECHNOLOGY ARCH. DESIGN (G)	STRUCTURES 2 (G)
		ARCH 6310	
		ARCHITECTURAL STRUCTURES (G)	

CLASS TYPE

STUDIO

COMMUNICATIONS

STRUCTURES/ TECHNOLOGY

HISTORY/ THEORY/ CRITICISM

MASTER OF SCIENCE IN ARCHITECTURAL STUDIES
http://soa.cap.utah.edu/degrees/graduate/msas/

The MSAS program is designed for students seeking education in a specialty area (Historic Preservation, Architectural Technology, Project Delivery) of architectural practice or as a consulting specialist. The program can be completed by students in approximately two years of study and prepares students for professional practice in a specialty area of architecture. This degree is not accredited to gain licensure for practice as an architect or other field requiring professional licensing.

The MSAS program is a 36 credit hour (3-4 semester) program of study. The program is characterized by choice and flexibility. The student assembles a program tailored to his/her individual interests. Each track includes of five academic areas (Introductory Seminar, Research Methods, Content & Methods, Area Cognates, and Master's Project). The student selects from course areas to meet required semester hours. Extra work in an academic area is applied as cognate elective.

Academic Area	Requirement	Description	Track Specifics
Introduction ARCH 6500	3 Credits Fall 1st Sem	First semester course to select track and topic and orient to program	All Tracks
Research Methods ARCH 6115 (or similar)	3 Credits Fall 1st Sem	Introduction to strategies and tactics of research; deliverable is a research proposal and abstract for paper submission	All Tracks
Content & Methods (TBD)	15-18 Credits	College of Architecture + Planning offered courses are eligible. Studio may be taken if student has NAAB accredited degree or is in the dual degree program	Varies by Track: Advanced Technology courses Historic Preservation courses Project Delivery courses
Cognates (TBD)	6-9 Credits	Courses outside of the college required at 6000 or higher with advisor consult and approval	Varies by Track: Advanced Technology courses Historic Preservation courses Project Delivery courses
Final Project ARCH 6975	6 Credits Final term	To be taken in final semester of the program, advisory committee of three required	To be taken in final semester of the program, advisory committee of three required

GRADUATE CERTIFICATE IN HISTORIC PRESERVATION
http://soa.cap.utah.edu/preservation/

Historic preservation is a broad-based practice encompassing architecture, planning, historic research, and public administration. Trends in sustainability and stewardship of the built environment are expected to expand and require practitioners who are familiar with the opportunities and synergies that historic preservation can create. Opportunities in historic preservation continue to grow as the inter-relationship between property owners, architects, engineers, construction professionals, planners, public administrators, historians, and the public become more complex.

The program is a forum for developing skills used in the interdisciplinary practice of historic preservation. The certificate complements the Master of Architecture (M.Arch), Master of City & Metropolitan Planning (MCMP), Master of Public Administration (MPA) and graduate degrees in History and seeks to provide opportunities for graduate students throughout the University of Utah to learn more about historic preservation. The program also is open to professionals not enrolled at the University to enhance their professional development.

Completion Requirements
The program requires the completion of 15 credit hours (CH) that are divided into four categories: Foundation Knowledge (3 credits), Methods (3-6 credits), Content (3-6 credits), and Capstone Experience (3 credits).

Foundation Knowledge (3 credits)
ARCH-6500 Preservation Theory and Practice

Methods (3-6 credits)
ARCH-6056 Urban Design Visualization
ARCH-6120 Architectural Photography of Buildings
ARCH-6230 Utah's Architecture and Cities
ARCH-6355 Field Methods in Historic Architecture
URBPL-6040 Physical Plan Analysis
URBPL-6260 Planning Law and Administration
URBPL-6400 Urban Design Visualization
HIST-7010 Oral History
HIST-7800 Historical Methods
PADMIN-6289 Research Design for Public Administration
PADMIN-6330 Practice of Public Management
PADMIN-6560 Developing Revenue in Nonprofit Organizations
PADMIN-6570 Management of Nonprofit Organizations

Content (3-6 credits)

ARCH-6231 The American West
ARCH-6232 American Vernacular
ARCH-6233 Arts and Crafts Movement in Architecture
ARCH-6234 American Beaux Arts Movement
ARCH-6235 American Suburban Development
URBPL-6100 City and Profession
URBPL-6220 Land Use Planning
URBPL-6300 Housing and Community Development
URBPL-6330 Urban Growth Management
HIST-7500 Proseminar in US History to 1877
HIST-7510 Proseminar in US History Since 1877
HIST-7610 Colloquium in 19th Century US History
HIST-7620 Colloquium in the History of the American West
HIST-7860 Seminar in 19th and 20th Century US History
HIST-7870 Seminar in the American West
PADMIN-6240 Local Government Law
PADMIN-6300 Administrative Theory
PADMIN-6390 Administration in Local Government
PADMIN-6965 Special Topics in Public Administration: Urban and Built Environment
PADMIN-6965 Special Topics in Public Administration: Administration of Small Towns and Cities

Capstone Experience (3 credits)
ARCH-6570 Building Condition Assessment and Preservation Technology
ARCH-6581 Main Street Revitalization

GRADUATE CERTIFICATE IN URBAN DESIGN
http://plan.cap.utah.edu/graduate-certificate-in-urban-design/

Offered jointly by the School of Architecture and the Department of City & Metropolitan Planning, the Graduate Certificate in Urban Design is for graduate students and professionals interested in shaping the places we live, both how they will look and how they will function. Urban design involves a complex inter-relationship between municipalities, real estate developers, property owners, planners, architects, the construction industry, public administrators, and the general public. Students in this program learn to engage in this process effectively to produce vital and vibrant places.

The program is a forum for developing skills used in the interdisciplinary practice of urban design. The certificate complements the Master of Architecture (M.Arch), Master of City & Metropolitan Planning (MCMP), Master of Real Estate Development (MRED), and Master of Public Administration (MPA), and seeks to provide opportunities for graduate students throughout the University of Utah to learn more about urban design. The program also is open to professionals not enrolled at the University who wish to enhance their professional development.

Urban Design Graduate Certificate Requirements (17 Credits):
Foundation Course (3 credits)
CMP 6440: Urban Design Principles
Digital Course (3 credits)
ARCH 6056/CMP 6400: Urban Design Visualization
Methods Course (3 credits)
CMP 6405: Urban Design Methods: Research + Practice
Studio (5 credits) (choose one)
ARCH 6030/CMP 6445: Urban Design Elements Studio
ARCH 6031/CMP 6446: Urban Design Practice Studio
Elective Course (3 credits) (choose one)
ARCH 6210/6321: Survey of World Architecture 1 + 2
ARCH 6230: Utah's Architecture + Cities
ARCH / CMP 6410: Site Development
ARCH / CMP 6470: Case Studies in Urban Design + Development
ARCH / CMP 6500: Preservation Theory + Practice
ARCH 6581: Main Street Revitalization
ARCH 6720: Project Finance + Economics
ARCH 6965 / CMP 6960: Organic Architecture: Landscape + Environmental Architecture
CMP 6100: Urban Theory + Form
CMP 6310: Urban Development Methods
CMP 6380: Green Communities
CMP 6420: Open Space Design
CMP / REDEV 6460: Real Estate Market Analysis

GRADUATE CERTIFICATE IN REAL ESTATE DEVELOPMENT
http://soa.cap.utah.edu/real-estate/

The Graduate Certificate in Real Estate Development is an 18 credit-hour program drawing from courses exclusively in business and urban planning. The over-arching objective of the certificate is to help society meet its growing need for rigorous professionally-based preparation in real estate development. Particular objectives include providing students with foundations in:

• Market research
• Net present value analysis
• Information tools for real estate research
• Urban development methods and policies

The pre-requisites for admission to the program include status as a graduate student at the University of Utah in good standing, and FINAN 3040 – Fundamentals of Corporate Finance or its equivalent from the University of Utah or elsewhere. The following table presents the curriculum:

Course Prefix & Credit Number	Title	Credit Hours
Core courses		
FINAN 6740	Real Estate Principles*	3.0
FINAN 6750	Survey of Real Estate Development	3.0
REDEV 6220	Land Use Law	3.0
REDEV 6460	Real Estate Market Analysis for Planning and Development	3.0
One course from among courses in finance		
FINAN 6760	Real Estate Finance	3.0
REDEV 6310	Urban Development Methods and Policies**	3.0
One course from among electives		
FINAN 6770	Real Estate Appraisal and Investment	3.0
REDEV 6010	Urban Research	3.0
REDEV 6020	Urban and Regional Analysis	3.0
REDEV 6390	Sustainable Development	3.0
REDEV 6410	Site Planning and Entitlement Processes	3.0
REDEV 6440	Urban Design Principles	3.0
REDEV 6450	GIS for Real Estate Development	3.0
TOTAL HOURS		18.0
Waived for students with a real estate license in any state, or equivalent educational or professional experience. Such students will need to substitute for the credits from among the electives.		
**Not eligible for students enrolled in DESB graduate degree programs. Not offered in Spring 2011.*		

Appendix H
Sample Final M.Arch and MSAS Project Abstracts

APPENDIX H INDEX

H.1 FINAL M.ARCH STUDIO PROJECT: LAUREN HENRIE, 2018

TSUKISHIMA WOMEN AND CHILDREN'S CENTER: HEALING THE WOUNDS OF THE PAST AND EMPOWERING FUTURE GENERATIONS THROUGH ARCHITECTURE

ABSTRACT

Japan is a country rooted in tradition. With a more recent modernization period than most Western countries, it is still steeped in the patriarchal ideas of the past. With increasing rates of divorce and a growing number of single women in Japan needing to support their families, many find it hard to enter the male-dominated, hierarchical workforce. Those who manage to do so often struggle to find much success. With a similarly high rate of domestic violence in Japan, as well as a rapidly growing population specifically on the island of Tsukishima, I am proposing a Women and Children's Center and on the island of Tsukishima in Tokyo. It will combine a small domestic violence emergency shelter with a resource center and daycare as an additional support to women. The resource center provides courses to develop technical and leadership skills, domestic violence and career counseling, and resources to work toward both personal and career goals such as job search and resume and interview assistance. In conjunction with the architecture which will promote empowerment for women and children, an education component will be included in the program which focuses on advocacy and empowerment for Japanese women in the workforce.

The final component of my program will be a rooftop park to replace the park that exists currently on the site, creating a community gathering space for the island of Tsukishima and strengthening the connection to the Sumida River by bridging the floodwall to facilitate easy access to the waterfront.

H.2   FINAL M.ARCH STUDIO PROJECT: KATJA LUND, 2018

WATER ECOLOGY CENTER: AN EXPRESSION OF WATER – POLLUTION. EDUCATION. PRESERVATION.

ABSTRACT
This project is a water ecology center in Tsukishima, Japan. The project is sited on the north-west side of the island on an existing park that is elevated from the ocean to the north and from the canal to the south. The site will encompass the urbanscape (the park and walkways). The water ecology center will have an active stormwater pollution cleanup system, a testing and solutions lab, as well as a water education center. Each part of the program will be transparent to the public. Water is our most precious resource and should be understood economically, environmentally, and culturally.

H.3 FINAL M.ARCH STUDIO PROJECT: MATT MYERS, 2018

BRINGING CULTURAL TRADITIONS BACK TO THE HISTORIC CENTER: A MARKET HALL AND ARTS & CRAFTS CENTER IN MEXICO CITY

ABSTRACT

A master plan of the site near the Palacio de Bellas Artes in the Historic Center of Mexico City will consist of a market hall and a center for traditional Mexican arts and crafts. These will be done in different phases and contain educational facilities for the public to learn about the production of traditional Mexican foods, arts and crafts. This idea of a learning type facility will help to connect the people of Mexico back to their historic roots. This building will facilitate community engagement and interaction and provide the city with more places for vendors to buy and sell their goods. A proposal paper was done to state my reasoning for this type of building and the appropriateness for the site chosen. A site analysis was done to better understand the surrounding conditions. Programming diagrams and spatial layouts helped to find the type of spaces within the building and their relationships with each other. Finally, a series of precedents were researched to gain a better understanding of the proposed building typology.

SHAXI ART CENTER; CULTURAL PRESERVATION AND SOCIAL SUSTAINABILITY THROUGH ART AND BUSINESS EDUCATION AND ART TOURISM

ABSTRACT

Revealing spatial and historical layers, the Shaxi Art Center celebrates the artistic heritage of the Bai and other minority people in Yunnan Province, China. The adobe/plaster courtyard walls enclose the articulated timber structure within. Acting as an object within a void, the courtyard gallery is the centerpiece of the Art Center. By encouraging artistic tourism, the Art Center continues Shaxi's traditional market role on the ancient Tea-Horse trail.

H.5   FINAL M.ARCH STUDIO PROJECT: MICHAEL MCCLELLAN, 2017

DEFINING THE THRESHHOLD: A MODERN LIBRARY IN AN ANCIENT TOWN

ABSTRACT

The Shaxi Tea Library was designed with that purpose in mind: to reinforce threshold by juxtaposing material and form. By intersecting and juxtaposing form and material, architecture is able to define physical, visual, and psychological thresholds. As a secondary objective, threshold refers to accessibility and that idea of accessibility has to be renewed within the program, at both physical and social levels. The entire path, around and through the library needs to be accessible so that all can come and enjoy a building that will become central to their community.

H.6 FINAL MSAS PROJECT: ZAHRA GHORBANI, 2017

POST-TENSIONED WOOD SYSTEMS

ABSTRACT

Many researchers have recommended different strategies for sustainable structures to exploit natural resources more efficiently and moderate the environmental impact of on-site construction. This research presents a creative, sustainable construction approach through an intelligent assembly system for eco-friendly materials.

Wood is a natural material that is vastly available and easily reproduced in temperate climate zones. Wooden structures offer the opportunity to provide sustainable building through their eco-friendly features and life cycle recycling. Wood has a very positive carbon footprint, and heavy timber structures postpone releasing stored carbon within wood for decades or longer. While wood life cycle is in the line of built environment, but the structural performance of wood is impressive reason to be applied to more building. There are many old traditional wooden structures still standing around the world in good condition as a result of timber's structural behavior to tolerate and transfer extra loads. Moreover, these days, there is a possibility to use engineered wood and advanced fabrication technologies to create innovations in heavy timber architecture. The National Research Council (NRC) has offered a different and efficient approach to remedy the existing situation. The assembly system is recommended as one solution *"to exploit the greatest potential and advance the competitiveness and productivity of the U.S. construction industry in the next 20 years" (National Academies Press, 2009).*

The theory of post-tensioning assembly systems (PTAS) in smart architecture is not only providing a new vision of flexible methods of on-site construction but can also present an image of the easy disassembly system. It moderates between the enhancement of the architectural concepts and the optimization of structural designs to improve the traditional construction approach. It relies on smart architecture that is responding to post-tensioning forces of tendon material in the assembly hierarchy.

The post-tensioned structure is mainly preassembled off-site so that upon arrival to the site it can be easily affixed into position. As a result, if the modules are disconnected, the modules can be packaged again for recycling. So, it is possible to say, materials in the post-tensioned heavy timber structure are deposited as long as the existing building is desired, and then it can be re-adapted to the occupant's needs and new function, or it is also flexible to recycle. Hopefully, the benefits of this approach encourage more builders to consider the recycled wooden structure.

This research has been done by studying about traditional wooden construction, post-tensioned systems, and types of assembly approach in nature to find out the method of PTAS and its advantages for recycled buildings.

H.7   FINAL MSAS PROJECT: ARDAVAN TOOKALOO, 2016

POST OCCUPANCY EVALUATION: A CASE STUDY OF BEVERLEY TAYLOR SORENSEN ARTS AND EDUCATION COMPLEX

ABSTRACT

Post-occupancy evaluation (POE) is a process of assessing building performance for its users and intended function during occupation. User satisfaction impacts the performance of educational environments and their users: students, faculty and staff. In addition, buildings are maintained and managed by teams that spend large amount of time and capital in their long-term sustenance. By evaluating the feedback from users of higher education facilities, university planning departments are more prepared to understand the inputs for programming and future project planning. In addition, university buildings will be closer to meeting user and maintenance needs. This thesis reports on research team made up of academics, facility personnel and users that have developed a plan to improve the quality of campus facilities through a POE exercise on a recently built project. This study utilized a process of focus group interviews representing the different users, and subsequent survey. The thesis demonstrates both the theory and practice of POE in higher education and learning environment through the case example of the University of Utah POE exercise.

H.8   FINAL MSAS PROJECT: BRANDON TOPONCE, 2015

DESIGNING OGDEN: THE LIFE AND WORK OF LESLIE S. HODGSON

ABSTRACT

"Therefore, when we build, let us not think that we build forever. Let it not be for present delight nor for present use alone: let it be such work as our descendants will thank us for, and us think, as we lay stone on stone, that a time is to come when those stones will be held scared because our hands have touched them, and that men will say as they look upon the labor and wrought substance of them, 'see! This our fathers did for us.' For indeed, the greatest glory of a building is not in its stones or in its gold. Its glory is in the Age." John Ruskin

This quote by John Ruskin hung on the office wall of Leslie S. Hodgson, the most well-known architect in Ogden, Utah. Hodgson's work truly held up to every word in this ideal of a structure lasting forever. Now as the years fade away, his buildings will stand as a beacon to the community and a memory of the man who designed Ogden.

The following document will give the reader a brief glimpse of the man who designed Ogden Leslie S, Hodgson. His life and those who influence his architectural understanding is discussed with a clarified understanding of the historical reference of a society and what was occurring within Utah at that time. Next comes a specific description of his works in Ogden with detail specifically given to those that are considered significant to Hodgson's career or to the community. This work concludes by addressing a call to action concerning the work of Hodgson so that society can understand why it must preserve their history and how it is to be accomplished.

H.9   FINAL MSAS PROJECT: DAVID S. WRIGHT, 2015

HISTORIC TEMPLE SQUARE, SALT LAKE CITY UT: A CULTURAL LANDSCAPE REPORT

ABSTRACT
The focus of this study is Temple Square, located in Salt Alake City, Utah. Temple Square is a Ten-acre parcel enclosed by a circumscribing fifteen foot wall and is bounded on the north by North Temple Street, on the south by South Temple Street, on the west by West Temple Street, and on the east by the Main Street Plaza. Temple Square is listed as a National Historic Landmark on the National Register of Historic Places. This federal designation is emblematic of Temple Square's important historical background and the LDS Church is looking for ways to protect its status. While much literature has been written about the Temple and the Tabernacle separately, less literature exists regarding the Square as a whole. This cultural landscape report will identify and trace the evolution of the Square since its initial conception through to modern day to illuminate historical influences and provide future management recommendations.

The research for this project came in three different approaches. First, topical research included regular visits to the LDS Church History Library to investigate bibliographies, relevant encyclopedias, scholarly and popular journals, personal journals, and various books on the topic. Second, site investigations included regular visits to Temple Square to photograph and measure the site and buildings. Lastly, personal interviews with longtime gardener and church landscape architect Peter Lassig, the current gardening staff, Church History Department staff, Cory Jensen of the Utah SHPO, and others. The report addresses the historic background, the existing conditions, and an inventory of elements currently found on Temple Square. The report concludes with an analysis and recommendation for future development and management of Temple Square.

H.10 FINAL MSAS PROJECT: HANNAH M. TURPEN, 2014

TREMONTON CITY RECONNAISSANCE LEVEL SURVEYS

ABSTRACT

Tremonton City approached the University of Utah College of Architecture + Planning in regards to contracting a student to conduct a reconnaissance level survey of the downtown commercial district and adjoining residential blocks. The reconnaissance level survey of the downtown commercial district and adjoining residential blocks in Tremonton City, Utah includes the documentation and identification of 208 buildings and sites, the evaluation of the historic significance of the 208 buildings and sites, and findings and recommendations based on the evaluation of the historic significance of the 208 buildings and sites.

The purpose of this Reconnaissance Level Survey was to document and inventory the architecture of the downtown core of Tremonton City, Utah and to update the information in the statewide database of historic resources that is managed by the Utah State Historic Preservation Office (SHPO). The survey identifies the historic context of the downtown commercial district and adjoining residential blocks and makes recommendations for further preservation efforts within the survey boundary for use by Tremonton City. Within the survey boundary, all 208 structures/resources were evaluated based on their significance and given a determination of eligibility for the National Register of Historic Places based on their current physical condition and their status as either contributing or non-contributing. The criteria used for determining their status as either contributing or non-contributing included the identification of physical alteration after the historic period based on photographic evidence, property tax information, and use of non-historic/incompatible materials. The survey provides Tremonton City with a record of analysis of the historic resources as of August 2014 as a baseline for future historic preservation efforts and as a means of determining the need for amendments to the Land Management Code.

The Tremonton City Manager determined the boundaries of the Tremonton City Reconnaissance Level Survey in February 2014. The borders of the survey are located on the north side of 200 North, the north side of 300 South, the west side of 200 East, and the west side of 300 West (see Map 1). The reconnaissance level survey fieldwork was conducted in August of 2014.

Appendix I
SoA Long-Range Program Planning

APPENDIX I INDEX

I.1 SoA Long Range Plan

2015-16 SoA Long Range Planning
2015 Fall Retreat (held 8:30 am – 2:00 pm on August 29, 2015, at City Creek Center)

The CA+P's SMART goals form the foundation for the SoA long range plan, with the eight goals listed below identified as the primary focus for the 2015-16 academic year. The faculty explored specific strategies for achieving these goals, as well as which committees would be tasked with each initiative. Committee Chairs are responsible for determining a reasonable time frame for accomplishing each initiative and assigning members of the committee to each task. Committee Chairs will report progress on each goal to the School of Architecture Leadership Team twice a semester.

SoA Committees:

      School of Architecture Faculty Council (SoAFC)
      School of Architecture Curriculum Committee (SoACC)
      Admissions, Recruiting, and Diversity Committee (ARDC)
      Policy and Grievance Committee (P&G)
      Academic Culture and Outreach Committee (ACOC)
      School of Architecture Leadership Team (SoALT)

CA+P Leadership:

      College of Architecture + Planning Leadership Team (CAP LT)
      Associate Dean of Research & Community Engagement (ADR&CE)

1) **Accreditation**: Have a successful architectural accreditation visit in Spring 2016 by receiving a full term from the NAAB.

   - Perform a dry run for accreditation at the end of the fall semester. Invite reviewers with experience on NAAB Visiting Teams. Incorporate this process into our end of semester evaluation of student work to ensure continued compliance with SPCs in the interim between visits. (SoA Faculty)

2) **Retention**: Increase the number of students receiving assistantships, internships, and other compensated professional experiences by 50 percent by AY2018.

   - Identify a school internship/assistantship coordinator. (SoA Leadership/ARDC)
   - Incorporate a process where admissions requirements and processes include consideration of scholarship funds for incoming students. (ARDC)

3) **Recruitment**: Raise the average ACT of admitted undergraduate students to 24.5 or higher by 2017 and 25.0 by 2019.

   - Focus on university recruitment advisors and high school advisors to make sure they have accurate information about our program and our specific requirements so they are better able to help students find us. (ACOC)

- Re-evaluate prerequisites to make sure they are inviting potential students and not scaring them off. (SoACC)
- Develop a Block U program and an architecture minor, which encourage students to take our prerequisites and consider coming into the program. (SoACC)
  - A Block U allows students to enroll in courses that are organized thematically to maximize their learning. Courses are selected to allow students to work in a learning community of excellent teachers, peer mentors, and peer advocates.
  - An architecture minor would provide an additional path through our program for students who would like to have a more broadly focused undergraduate degree and the potential enter into the 3+ program for graduate work.

4) **Interdisciplinary Learning**: Implement a meaningful set of interdisciplinary learning experiences for our students by fall 2016.

- Partner more fully with the planning and design programs to develop a series of collaborative nested studio experiences in which a planning studio will present work on a community plan to serve as the foundation for an architecture studio, and then architecture students will present their work to design students to inspire a product design (and vice-versa). Students will collaborate at the beginning of each semester to understand their relationship to their allied fields. (SoALT)
- The annual theme is an important aspect of interdisciplinary teaching in our school. We should find ways to take better advantage of this structure to create interdisciplinary opportunities connecting to units inside and outside of the college. (ACOC/SoACC)
- Develop an interdisciplinary PhD program. (SoACC)

5) **Design-Build/Community Engagement**: By Spring 2016, have a plan for building upon and advancing the core mission of DesignBuildBLUFF (DBB) to provide design-build service learning involving students and communities in need.

- Develop plans and potential sites for a downtown studio space(s), which can be both active studios and display spaces to highlight the work we do in the SoA. (SoALT)
- Develop a set of guidelines and policy for community engagement including a list of resources offered by University Neighborhood Partners to assist faculty in developing new opportunities for serving communities in the Salt Lake Area. (ACOC/P&G)

6 **External Financial Support**: Increase our external support (gifts, grants, contracts) to over $2 million annually by AY2018.

- Engage faculty and students in development meetings and process. (SoALT)
- Make a transparent process to empower faculty, students, and potential donors, including creating resources like a development handbook. (SoALT/P&G)
- Coordinate lectures, events, and activities with a development calendar to create cross-fertilization and open greater opportunities to connect with donors. (SoALT/ACOC)

7) **Research/Grantspersonship**: Bring in at least one post-doc who will enhance the research and grantspersonship of our research centers for AY2016.

- Compile and maintain a common list of resources for grants and grant writing offered by the University and the Office of Sponsored Projects. (ADR&CE)
- Take advantage of the excellence of *Dialectic* to spur research and grant writing. (SoA Faculty)

8) **New Modes of Learning**: 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.

- Consider this program for learning spaces as a series of prototypes which allow the development and testing of the spaces to be a collaborative learning process in itself. (SoACC)
- Evaluate existing models on the campus and elsewhere. (CAP LT/SoACC)
- Encourage our faculty to take fuller advantage of the support services offered by CTLE. (SoALT)
- Explore opportunities for digital collaboration which would allow the range of collaborative partners to expand to a national or international scope. (SoACC/ACOC)
- Continue to explore the possibilities provided by digital fabrication for innovative ways to think, create, and collaborate on architectural projects. (SoACC)
- Develop an MSAS degree in digital fabrication/programming. (SoACC)

I.2   Comprehensive Regional Recuitment Plan

College of
ARCHITECTURE + PLANNING
THE UNIVERSITY OF UTAH

COLLEGE-WIDE RECRUITMENT 2015-2016

PURPOSE

The purpose of this plan is to report activities from the previous academic year, identify outcomes regarding the development of a comprehensive recruitment and admissions plan, and guide immediate efforts in improving the student experience.

Although there are a myriad of activities already in place which attract, engage, and enroll students in each program, this document lists a series of recommended actions that, it is hoped will improve recruitment activities and engage students in their learning.

HIGHLIGHTS FROM THE PREVIOUS ACADEMIC YEAR

- **Idaho Graduate Fairs**: In addition to the state-wide fairs organized by the Utah Graduate Fair Consortium, recruitment efforts expanded into Idaho last fall with visits to the graduate fairs at Brigham Young University-Idaho and Boise State University.
- **Box City with Canyon View Elementary**: Participation as a volunteer with the Utah Center for Architecture provided opportunities to work with 4th grade students in constructing a model city. Insight gained from this curriculum has been applied to other outreach workshops and activities.
- **Bringing the U to You**: The Office of Admissions hosts a series of programs through the state as well as the western region. CA+P was represented this spring at the events held in Provo, Ogden, West Jordan, St. George, and Glendale.
- **MCMP Open House**: The incoming cohort of admitted students were offered the opportunity to visit campus and engage with a team of faculty mentors and current students. The event was part of a broader yield plan, and all 10 of the students who attended have accepted their admissions offers.
- **WICHE – Western Regional Graduate Program Approval**: This year, applications to WICHE for the MCMP and MSAS programs were approved. Admitted students with residency in the WICHE states now pay in-state tuition rates.
- **Discover Architecture + Planning**: This high school summer bridge program expanded from a one-day workshop with 3 students the previous summer, to a week-long program with 10 students, 2 instructors, and additional volunteer support from both departments. A partnership with Youth Education was also formalized to widen recruitment efforts, stream-line the registration process, as well as provide additional expertise, resources, and support.

RECRUITMENT

CA+P programs appeal to different audiences, thus it is important that recruitment be implemented strategically on different levels. These may be categorized so as to target (1) middle and high school students early on in their academic pathway; (2) students on campus who are undecided or changing majors; (3) transfer students from feeder schools; and (4) prospective Graduate students.

EARLY PATHWAYS RECRUITMENT

Many middle and high school students possess the skill and interest to pursue an education in creative careers but may not be aware of the potential these professions have for shaping the built environment. It has become increasingly important to introduce high school art, design, and technology students to the degree programs offered at CA+P.

In order to the reach the overall freshmen goals outlined by the Office of Admissions, CA+P will need approximately 5 additional freshman per year in 2015, and a projected 10 additional students per year by 2020 (8 of these need to have a 25+ ACT score). To this end, increased effort is required in the creation of early pathway opportunities for high-achieving students to learn about CA+P majors and careers.

RECOMMENDATIONS
- Target high-achieving students in Utah by utilizing ACT's Educational Opportunity Service (EOS). EOS can provide contact information for ACT-tested students on specific search criteria using factors like: academic ability, race/ethnicity, high school GPA and class rank, gender, family income. The price for the ACT EOS programs is $0.38 per name.
- Explore the possibilities of designing a college-wide BlockU program. Completing two consecutive semesters of a BlockU may complete all General Education requirements. So far DES 2615 and CMP 2010 are part of BlockU programs and LEAP courses are offered through Architecture.

ON-CAMPUS RECRUITMENT

Since 2 out of 3 CA+P undergraduate programs have closed admissions, it will be vital for students to begin pre-requisite courses early in their academic years. Additionally, students already enrolled in courses but unsure of which major fits their interests, may not be aware of CA+P programs. Additionally, students already enrolled in courses but unsure of which major fits their interests, may not be aware of CA+P programs. Current University enrollment data indicates that over 2,000 students campus-wide are undeclared majors. Increasing visibility on-campus and in the community will be effective and low-cost options for recruitment.

RECOMMENDATIONS
- Explore the possibility of appointing Student Ambassadors from each program who can commit to approx. 10-15 hours per semester to assist with tabling events, building tours, and class visits. Student involvement in recruitment is crucial. Prospects want specific program details and advice from current students.
- Partner with the Office of Admissions to attend more Bringing the U to You events both state-wide and regionally.
- Honors College Open Houses (Tori)

TRANSFER RECRUITMENT

While some of our students begin their studies here as new freshman, others transfer from different majors or other schools within the region. University Articulation agreements with other regional schools outline which relevant credits may transfer for each major program. So far, Architecture and Planning are the only published transfer guides. Increasingly so, CA+P transfer students are coming from SLCC and UVU.

In order to the reach the overall transfer goals outlined by the Office of Admissions, CA+P will need approximately 2 additional transfers per year in 2015, and a projected 5 additional transfers per year by 2020. To this end, CA+P should be seeking opportunities to collaborate with transfer schools as well as updating transfer guides as changes in curriculum are made.

RECOMMENDATIONS
- Explore the possibility of a 2+ track for transfer students to more easily transition into MDD and BSAS majors.
- Encourage more engagement with SLCC students and faculty. Explore possibilities for collaborative studios, joint-reviews, or showcases (similar to the MDD Senior Show with BYU students).
- Review articulation agreement with UVU and find ways to strengthen relationship with the Department of Engineering Graphics and Design. UVU offers a Certificate of Proficiency in Architectural Design Technology, which may offer potential for additional courses to transfer.
- Explore the possibility of facilitating an Annual Open House to host BYU-I Architecture Club students. At the last BYU-I info session, students have shown interest in organizing such an event.

GRADUATE RECRUITMENT

CA+P offers a wide range of options for the part-time and full-time graduate student, which can broaden recruitment to span from college seniors to city officials and everything in between. Offering professional certificates as well as accelerated and joint degrees make CA+P programs more competitive in attracting students wanting to maximize the return on their investment. While admissions can be quite competitive, graduate students still make up 27% of CA+P's student enrollment and about 60 graduate students complete their degrees each year.

Since many students find CA+P programs through referrals or online searches, website content should be monitored and updated often. The most effective tool in recruiting graduate students is offering financial support. Seek out departmental and private scholarships through the financial aid office to leverage existing resources.

RECOMMENDATIONS

- Expand recruitment efforts to other western states, with a focus in Idaho, Arizona, Montana, Nevada, Oregon, and Wyoming.
- Centralize Open House events to showcase and promote all Graduate programs. Explore the possibility of a centralized admissions process as well.
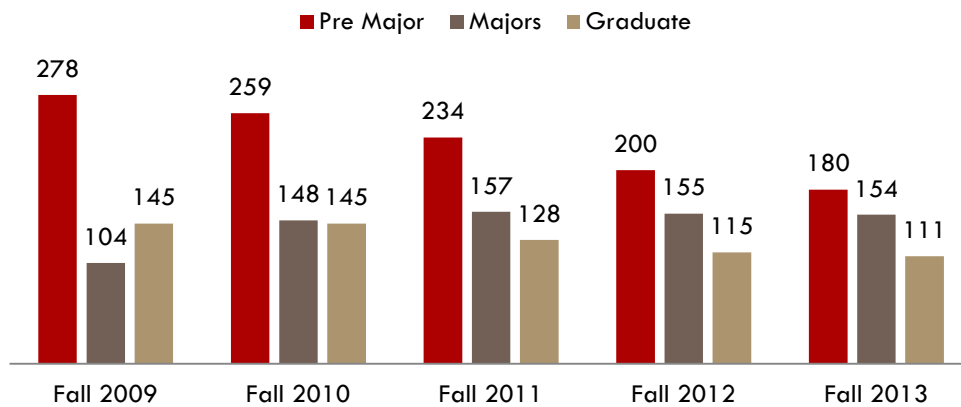- Coordinate Open House with Research Symposium in Mid-April.

COLLEGE-WIDE RECRUITMENT PLAN 2014-2015

PURPOSE

The purpose of this plan is to identify outcomes regarding the development of a comprehensive admission, recruitment, and placement plan to guide immediate efforts in improving the student experience.

In recent years, the College of Architecture + Planning (CA+P) has observed a steady decline in student enrollment. Increasing competition, mission deferment, demographic shifts, declining funding, and disinterest may all be causes for this downward trend.

Figure 1: **STUDENT ENROLLMENT 2009-2013[1]**

Legend: ■ Pre Major ■ Majors ■ Graduate

Fall 2009: Pre Major 278, Majors 104, Graduate 145
Fall 2010: Pre Major 259, Majors 148, Graduate 145
Fall 2011: Pre Major 234, Majors 157, Graduate 128
Fall 2012: Pre Major 200, Majors 155, Graduate 115
Fall 2013: Pre Major 180, Majors 154, Graduate 111

According to current enrollment data, over 600 students take CA+P courses through the School of Architecture, Department of City and Metropolitan Planning, and Multi-Disciplinary Design Program. Only about 334 undergraduate students matriculate into minor, pre-major, and major programs towards a Bachelor's Degree and about 111 graduate students pursue Graduate Certificates, Masters and Doctorates degrees.[2] It will be increasingly important for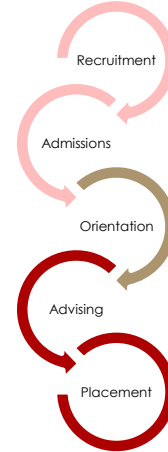 CA+P to identify ways to support students as they show interest and matriculate into undergraduate and graduate programs.

Although there are a myriad of activities already in place which attract, engage, and enroll students in each program, this document lists a series of recommended actions that, it is hoped will improve recruitment activities, engage students in their learning, transition them smoothly into their profession, and maintain their involvement as alumni.

Figure 2: **STUDENT BREAKDOWN 2014[1]**

- Design Undergraduate 11%
- Planning Graduate 13%
- Planning Undergraduate 17%
- Architecture Graduate 14%
- Architecture Undergraduate 45%

1

This document is structured to mirror the normal flow of student experience: Recruitment, Admissions, Orientation, Advising, and Placement.   In some areas, the document merely confirms existing practice; in other areas, it suggests changes to current practice; in still others, it recommends the creation of new structures and procedures.

The Recruitment & Admissions Officer will introduce students to CA+P through the recruitment and admissions phases. As students attend orientation, they are then introduced to their Academic Advisor who will offer support through advising and placement. A collaborative effort from department faculty, staff, and other on-campus offices will ensure that students receive the resources and information they need to be successful throughout their experience at the University.

Figure 3: **FLOW OF STUDENT EXPERIENCE**

RECRUITMENT

The process of recruiting students is a result of two sub-functions: <u>Name Recognition</u> and <u>Making the Sale</u>. The point of name recognition is to make potential students aware of the CA+P brand and to provide them with a little information about what we have to offer. The object is to raise interest in our program and to cause a potential applicant to seek further information. It is, in a word, marketing. Once prospective applicants are aware that our program exists and that we might have something that would interest them, we need to provide easily obtainable information that will help convince them that Utah is their best option.

Figure 4: **RECRUITMENT EVENTS & ACTIVITIES 2013**[3]

High School	18%
Freshman/Transfer	21%
Diversity	21%
Graduate	40%

Since CA+P programs appeal to different audiences, it is important that recruitment be implemented strategically on different levels. These may be categorized so as to target (1) High School students; (2) Freshmen and Transfer students; (3) Diverse students; and (4) prospective Graduates students.

In 2013, the CA+P Academic Advisor began implementing an earlier version of this document. From this data shown in figure 4, we can begin to consider the effectiveness of each type of recruitment activity and evaluate which activities we choose to implement moving forward.

HIGH SCHOOL RECRUITMENT

It has become increasingly important to introduce high school art, design, and technology students to the degree programs offered at CA+P. Many high school students possess the skill and interest to pursue an education in creative careers but may not be aware of the potential these professions have for shaping the built environment.

Outreach and recruitment activities should target local and regional high schools, since most students come to the University from in-state schools. High school students should be encouraged very early to visit the University campus where they can connect with faculty and current architecture/planning/design students.

Figure 5: **LEADING IN-STATE SCHOOL DISTRICTS 2013**[3]

|	
Alpine	6%
Jordan	8%
Davis	11%
Canyons	13%
Granite	18%
Salt Lake	29%
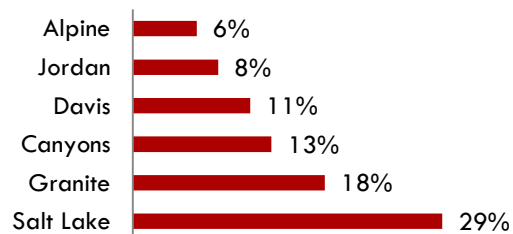
As much as possible we need to build relationships with high school teachers and counselors in the following disciplines: Geometry, Trigonometry, Algebra, Pre-calculus, Physics, Drawing, Painting, Sculpture, Photography, Drafting, English, and History. High school counselors in the Intermountain West could alert their students interested in architecture and planning about our prerequisites to bring regional attention to our programs.

FRESHMEN/TRANSFER RECRUITMENT

While some of our students begin their studies here as new freshman, others transfer from different majors or other schools within the region. Additionally, students already enrolled in courses but unsure of which major fits their interests, may not be aware of CA+P programs. Since 2 out of 3 CA+P undergraduate programs have closed admissions, it will be vital for students to begin pre-requisite courses early in their academic years.

Figure 6: **UNIVERSITY NEW STUDENT ENROLLMENT[4]**
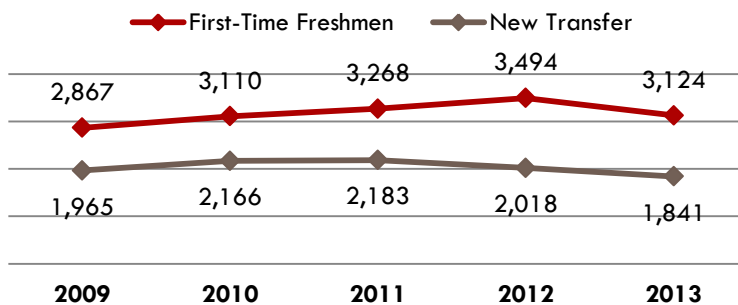
Current University enrollment data indicates that over 2,000 students campus-wide are undeclared majors. Additionally, 72% of first-time freshman and 87% of new transfers are from Utah.[4] Increasing visibility on-campus and in the community will be effective and low-cost options for recruitment.

University Articulation agreements with other regional schools outline which relevant credits may transfer for each major program. So far, Architecture and Planning are the only published transfer guides. As much as possible, CA+P should be seeking opportunities to collaborate with transfer schools as well as updating transfer guides as changes in curriculum are made.

DIVERSITY RECRUITMENT

Students from diverse backgrounds and so-called "non-traditional" backgrounds present a new dynamic through sharing their perspectives and becoming more engaged in shaping our built environment.

Figure 7: **CA+P STUDENTS BY ETHNICITY 2013[5]**
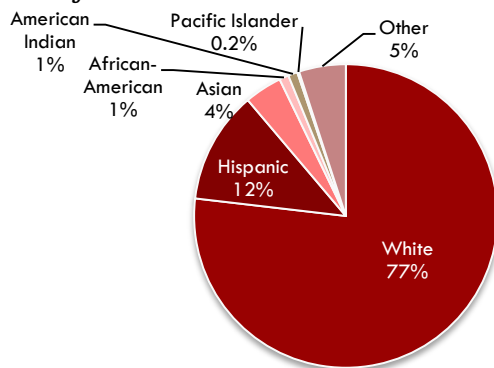
About 77% of CA+P students are white and approximately 72% are male. In the recruitment stages, it is important to consider the needs of students from diverse backgrounds as many may be new to higher education and require added encouragement and resources to be successful.

New initiatives like BlockU and LEAP offer students mentorship in smaller cohorts called learning communities. So far DES 2615 and CMP 2010 are part of BlockU programs and LEAP courses are offered through Urban Ecology and Architecture.

The Architecture LEAP is primarily for women and other underrepresented communities starting new this Fall 2014. It is hoped that these new initiatives paired with assistance from faculty members will be effective recruiting tools for students with diverse backgrounds. The Graduate School also offers Celebrate Diversity

Mini-grants to bring scholars and other speakers to campus. Grants are used for honorariums, travel expenses, and other related costs. Proposals for an activity or speaker awards funds up to $1,000.
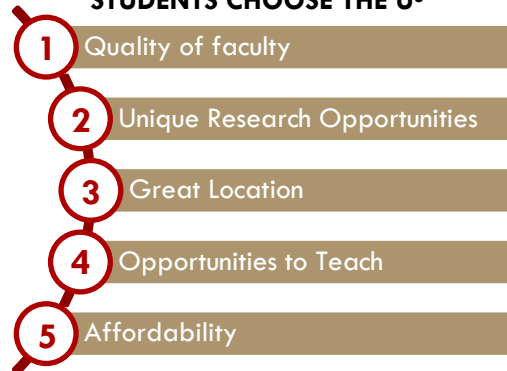
GRADUATE RECRUITMENT

Graduate students are essential contributors to the University's mission to educate the individual and to discover, refine, and disseminate knowledge. While admissions can be quite competitive, graduate students still make up 27% of CA+P's student enrollment and about 60 graduate students complete their degrees each year.

CA+P offers a wide range of options for the part-time and full-time graduate student, which can broaden recruitment to span from college seniors to city officials and everything in between. Offering professional certificates as well as accelerated and joint degrees make CA+P programs more competitive in attracting students wanting to maximize the return on their investment.

Figure 8: **TOP 5 REASONS GRADUATE STUDENTS CHOOSE THE U[6]**

1. Quality of faculty
2. Unique Research Opportunities
3. Great Location
4. Opportunities to Teach
5. Affordability

Begin to collect data on what factors students consider in choosing a graduate school, long-term goals, and how they discovered CA+P programs to customize our recruitment approach. Since many students find CA+P programs through referrals or online searches, website content should be monitored and updated often. The most effective tool in recruiting graduate students is offering financial support. Seek out departmental and private scholarships through the financial aid office to leverage existing resources.

RECRUITMENT ACTIVITIES

Improve the Website to effectively sell the program and the place; consider including:
- ♦ Information for prospective high school students along with outreach events;
- ♦ Information about the special qualities of Salt Lake City and Utah;
- ♦ Create a "Request Information" website link which will allow an interested student to download or request by mail a series of brochures, pamphlets, etc.
- ♦ *Create Student Testimonials* Students relate best when they see others who have similar academic paths. Showcase internships, projects, and activities.

Create a Monthly Newsletter in both electronic and paper form, providing upcoming events, student clubs information about our program and the Salt Lake region (essentially, a concise version of the web-based info). This newsletter will contain information from Public Relations, Advising, and Career Services.
Design an overall College-wide booklet that can be adjusted to house program bookmarks. Make these materials available to the Admissions office for students expressing interest in CA+P programs.
Engage faculty and student "mentors" to be available to guide prospective students throughout their academic experience. Very often students begin academic programs unprepared and inexperienced. Mentors can provide added support whether it be recommendations on design programs they should learn or professional career advice. Creating these relationships will be crucial in effective recruitment.

RECRUITING MATERIALS

Eco-Notebooks www.4imprint.com
Flyers/handouts www.print.utah.edu
Table Tents www.postupstand.com
Table Cloth www.fusionimaging.com
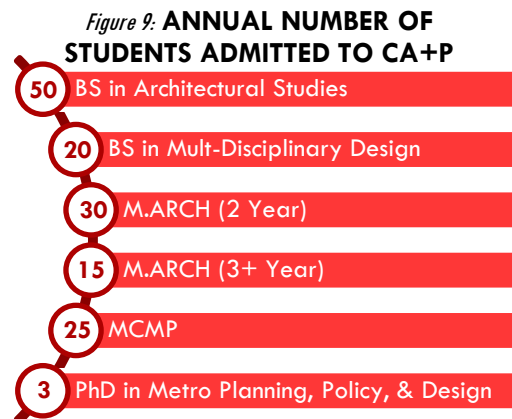T-shirts, mugs, USB drives, or sketchbooks.

RECRUITMENT ACTION PLAN

	HIGH SCHOOL		FRESHMAN/TRANSFER		DIVERSITY		GRADUATE	
	NAME RECOGNITION	MAKING THE SALE	NAME RECOGNITION	MAKING THE SALE	NAME RECOGNITION	MAKING THE SALE	NAME RECOGNITION	MAKING THE SALE
MARKETING	*Design New Information Bookmark* with graphics and info relevant to high school students. Be sure to include skills that may be helpful in major, AP courses, and tear-off contact cards to be placed on listserv.	*Youth Education* hosts workshops throughout the summer. These include Junior Architects, Senior Architects and Model Building. Distribute bookmarks/swag and begin to track data from year to year as students return.	*Design Information Posters* that present information and distribute to printed materials. On-site advising sessions are encouraged to connect individually with students. Maintain relationships with faculty & advisors as requirements change.	*Visit feeder schools* to present program *materials* to include under-represented students. Students should be able to relate and respond to materials. May also be helpful to include these on CA+P website.	*Create more opportunities* for these students to become engaged. The Architecture LEAP course is a great way to start. Identify more ways that "learning communities" can provide support for students.		*Update Information Bookmarks* to include admissions, average salaries, job outlook, and "Who hires U of U graduates" information.	*Create tracking system* to regularly contact prospective students regarding deadlines.
NETWORKING	*Participate in at least 3 High School Conferences* each semester at select venues regionally targeting Salt Lake, Granite, Canyons, Davis, Jordan, and Alpine School Districts.	*Project Youth/Design Your Future* are outreach events held during finals to showcase CA+P student projects and engage students in hands-on activities.	*Participate in at least 3 Recruitment Fairs* at select venues on campus and regionally (out of state fairs are expensive and not feasible, at this juncture).	*Create Social Media* pages and profiles to allow students living far away or cannot afford to visit the campus to see what everyday student life is in CA+P. (CMP is the only dept. on FB, Twitter, etc.)	*Exhibit College Materials* at least 3 times each semester at regional multi-cultural and women's workshops and conferences.	*Collaborate with the CESA Office* to present program information and resources. Co-attend regional conferences targeting under-represented populations.	*Purchase Ad Space* in print and electronic media outlets that potential graduate students and their advisors might read. These include Planning magazine, Planetizen, ITE Journal, Focus on Geography (AGS).	*Use Faculty* to promote the programs when they speak at conferences, etc.
OUTREACH	*Connect with high* school counselors to inform students of program and pre-requisites.	*Discover Architecture* engages high school juniors and seniors in the design process and introduces students to the…	*Update transfer guides* which outline courses codes transfer. Collaborate with the Admissions office in setting up Articulation Agreements between schools (Urban Ecology/MDD).	*Make data more readily available* about financial support during their degree program and job placement after graduation.	*Graduate School – Diversity Office* offers programs to support underrepresented potential graduate students: University Visit Program (UVP), Excellence Through Diversity Fellowship (ETDF), and Graduate Preparation Institute (GPI). Be sure that students know and utilize these resources.	*Promote the Emerging Diversity Scholars Fellowship* designed to offer financial support to underrepresented graduate students who have completed their first-year of full-time graduate studies.	*Encourage Faculty to Write Articles* for broad-based, non-research magazines for planning and allied professions (e.g., Planning, ITE Journal, Focus). The articles should be on a wide variety of topics.	
ENGAGEMENT	*SAT/ACT Testing* students who list an interest in architecture or planning and the University of Utah should be contacted and provided with a program information packet.	*Class visits* are ways to connect more closely with students. Seek opportunities to visit classrooms and engage students in hands-on activities early on.	*University Publications* should highlight student and faculty articles, projects, and books as often as possible.	*Help Student Organizations* publicize events, conferences, and meetings to encourage more participation.	*GRE/GMAT Testing* students with interest in the University & architecture or planning should be contacted. This info is free through the Grad School for diverse students.		*Use Alums* to distribute information about our program through their various networks.	

ADMISSIONS

Once we have sold a potential student on Utah, we need for them to (1) complete an application and (2) commit to matriculate at the U.

For undergraduates in the Architecture or Design major, departmental advisors facilitate the admissions process each spring semester (no application is needed for Urban Ecology students). Admissions for graduate students are managed year round by the Recruitment and Admissions officer (MCMP), Department Advisor (M.ARCH), and Program Advisor (PhD).

For the admissions process to be effective in bringing in high caliber students, expectations need to be clear and information readily available.

Figure 9: **ANNUAL NUMBER OF STUDENTS ADMITTED TO CA+P**

50	BS in Architectural Studies
20	BS in Mult-Disciplinary Design
30	M.ARCH (2 Year)
15	M.ARCH (3+ Year)
25	MCMP
3	PhD in Metro Planning, Policy, & Design

These figures are approximate and fluctuate each year depending on space and competitiveness of applicant pool.

APPLICATION PROCESS

Each undergraduate major program makes its application available on the CA+P website. Supplemental materials like the digital portfolio, essay of motivation, LOR, and resume are either uploaded, mailed in, or emailed to departmental advisors. CA+P may want to explore ways to centralize the application and prohibit students from submitting applications until all materials are received.

The application process for graduate students has been streamlined and vastly improved by the introduction of the ApplyYourself online application system. Periodic review and tweaking as necessary should keep the system both effective and efficient for prospective students and faculty/staff. It will be helpful for students to include on the website and printed materials specific information about average GPA, GRE, and TOEFL scores of recently admitted students. Portfolio samples may be helpful as well.

Rolling admissions deadlines are helpful to accommodate flexibility for students, but make record management difficult and time consuming. CA+P may need to re-think this strategy moving forward.

MATRICULATION

Currently, after we make an offer of admission, we have no further contact with the admitted student (unless he/she has been offered financial aid). Basically, we wait to see if the admitted students show up on the first day of classes. This passive approach shows that we are indifferent to whether a particular student actually comes to the U. That indifference could turn off applicants, especially those who have offers from other schools. It also leaves the department in the dark about the size of the incoming cohort. To remedy this, we should:

Engage in Active Follow-Up with admitted applicants to encourage them to come to the U. To do this we should:
- ♦ Distribute the information packets, described above, to the admittees;
- ♦ Have faculty members make individual, personal contacts with admittees;
- ♦ Invite admittees to visit the campus (in groups on a scheduled day or individually);
- ♦ Schedule an "admitted students day" that would include meetings with faculty, sitting in on a class, tours of campus and town, and information sessions on curriculum, financial issues, housing, and job/internship opportunities.

Set a Deadline for Admitted Students to accept or decline our admissions offer. The should optimize for giving us information about incoming cohort size and sending a message to admitted students that we are serious about their attendance, while not unduly excluding students that may make attendance decisions late.

ORIENTATION

Freshmen and Transfer New Student Orientation is coordinated through the University Orientation office. An orientation leader is assigned to each college who completes a semester long training class and represents the college at all orientation sessions. Mainly during the summer, CA+P staff will collaborate with the orientation leader on effective ways to promote CA+P programs and orient new students on the required courses and resources available. Since orientation is a 2-day program, the Recruitment & Admissions Officer will give presentations in the Major Exploration sessions on day 1 and the Academic Advisor will facilitate the building tour and advising session on day 2.

When admitted graduate students have indicated a commitment to attend the U, we need to provide them with information on how they can make the transition to Salt Lake City, the U, and the M.ARCH/MCMP/PhD program. This can be done by updating the graduate student handbook or through a more formal orientation held during the first week of classes or available online. The different topics that fall under this heading can be grouped into the following categories:
- _Living_: Housing, culture, employment, social and outdoor activities, banking/credit union;
- _The U_: Important offices/contacts, parking/transit, how to register for classes, financial aid restrictions/responsibilities, where to get food on campus, non-cA+P academic opportunities;
- _CA+P_: Faculty bios, department/college activities and schedules, guidance on where to find information/who to ask, where the coffee cart is, student organizations;
- _Specific Program_: The curriculum, recommended progression/schedule of courses, cA+P field areas, research opportunities, advising, reporting/record keeping responsibilities, schedule of program milestones.

ADVISING

Students are required to participate in advising at key points in their academic experience. College advising consists of advising on the program at-a-glance, the major declaration process, class selection and course sequencing, graduation planning, and career advising.

Programs At-A-Glance (Recruitment & Admissions Officer)
All prospective students receive information regarding their program of interest. This includes the application process, faculty expectations, and campus life. It is also important at this stage to communicate what students can expect while in the program especially concerning time commitments, IT recommendations, etc.

Major Declaration
Pre-Major (College Academic Advisor)
Until required courses are completed, students are listed as Pre-Archiecture, Pre-Urban Ecology, or Pre-Design. Through the University Mandatory Advising Program (MAP) students are expected to see an advisor prior or during their first semester of enrollment, and again in their second year (at least 2 semesters). A hold is placed on registration until these requirements are met.
Major 1-2, Grad 1-2 (Department Advisors)
Once admitted into their program of interest, each department advisor can access student records and update majors. Email addresses are then updated for each cohort to facilitate easier communication.

Class Selection & Course Sequencing (College Academic Advisor/Dept Advisors)
A good deal of advising is focused on helping students navigate their way through the basic mechanical requirements of the curriculum (e.g., What are the core courses? How many electives do I need? What are

the recommended electives?). Advisors utilize the PeopleSoft and DARS programs to assist students with these basic advising functions. Through PeopleSoft, advisors have the ability to view student information, including test scores, grades, and advisor notes. The Degree Audit Reporting System (DARS) or Masters Audit Reporting System (MARS) is an internet-based tool designed to see a progression toward a particular degree program.

Advising on more complicated curricular subjects (e.g., Can I substitute a Geography Dept course for a core requirement? How can my summer in the Argentina program count toward my degree? How can I integrate another degree or a grad certificate into my program?) needs to be provided by a faculty member or the department chair. It is preferable that one person be designated to provide this type of advising to ensure accurate, complete, and consistent information to students.

Graduation Planning (Dept Advisors/Chairs)
The Graduation Planning System (GPS) is a companion to DARS/MARS that allows students and advisors to create 4, 5, and 6 year graduation roadmaps, as well as customized plans for sequencing courses into a graduation timeline. Very soon, GPS will have the functionality for students to enroll in courses directly from their graduation plan.

Before graduating all students need to complete a professional project that is executed with faculty direction and guidance. Because the basics of how to conceptualize and structure professional projects are essentially the same for all projects, this type of advising could be done in a group/seminar setting with a single faculty member. After that point, students should be assigned to individual faculty members for more in-depth advising on the specifics of their projects. Ideally, there would be subject matter alignment between student project subjects and a faculty member's expertise. Regardless of subject matter alignment, however, advising assignment loads per faculty member need to be equitable.

Career Advising (Program Director/Dept Chairs)
Most students need some advising for how to manage the transition from school to career. In addition to the placement resources, outlined below, students should receive some level of career advising from department faculty. The faculty members assigned for advising on professional projects should also provide this type of career advice.

RETENTION

Retention and graduation rates are important indicators of the student body's overall interest in the university and whether students thrive on a particular campus, or not. This figure can explain many factors that compose the attractiveness of a university, including the quality of its teaching staff, the relevance of the curriculum, and the perceived value of what is being taught.

Data published in 2012 (shown in figure 10 below), indicates a need for improvement in retaining students, as well as providing support through to graduation.

Figure 10: **UNIVERSITY SUMMED RETENTION & GRADUATION RATES** [7]

FIRST-TIME, FIRST-YEAR STUDENTS				NEW UNDERGRADUATE TRANSFER STUDENTS			
TERM	**SIZE**	**3RD YEAR**	**4TH YEAR**	**5TH YEAR**	**TERM**	**SIZE**	**3RD YEAR**	**4TH YEAR**	**5TH YEAR**
2005	2,820	54.3%	58.3%	55.4%	**2005**	2,260	62.2%	63.9%	66.2%
2006	2,838	57.5%	59.5%	59.3%	**2006**	1,983	62.2%	64.6%	66.5%
2007	2,743	59.5%	61.7%	59.1%	**2007**	1,746	65.5%	66.7%	68.7%
2008	2,642	61.6%	61.6%	59.2%	**2008**	1,780	66.8%	68.4%	68.9%
2009	2,867	62.9%	64.7%		**2009**	1,965	66.7%	66.8%	
2010	3,110	63.1%			**2010**	2,166	67.1%		
2011	3,264				**2011**	2,181			

SUMMED RETENTION AND GRADUATION RATE: A summed total of students who re-enrolled (are retained) in addition to those who graduated. The rate of loss, or attrition of students (students that did not graduation and are not re-enrolled), can be calculated from the summed retention and graduation rate: 100% - (Summed Retention and Graduation Rate)

In 2014, a new Advising Committee was created in an effort to discuss and address student needs. It will be an ongoing process for this committee to identify the barriers students face and propose systems that if created will enhance the student experience and improve retention/graduation rates.

Figure 11: **CA+P ADVISING COMMITTEE MEMBERS**

SAOLO BETHAM, Recruitment & Admissions

- betham@arch.utah.edu   801-585-2361   ARCH 235
- Advises all prospective Students. Processes MCMP Admissions.

ZACHARY FRANZONI, College Acadmic Advisor

- advisor@arch.utah.edu   801-581-7175   ARCH 235
- Advises all Pre-Architecture, Pre-Design, Pre-Urban Ecology, Urban Ecology, Urban Planning, & Graduate Certificate students. (Urban Ecology Honors see Keith Bartholomew)

MAYRA FOCHT, School of Architecture Advisor

- mayra@arch.utah.edu   801-585-5354   ARCH 332
- Advises all Architecture Major 1, Major 2, M.ARCH Grad 1, Grad 2, 3+ students. Processes ARCH Admissions. (Architecture Honors see Mimi Locher)

ELPITHA TSOUTSOUNAKIS, Multi-Disciplinary Design Program

- elpitha@arch.utah.edu   801-581-7175   ARCH 328 B
- Advises all Design Major 1, Major 2 students. Processes Design Admissions. (Design Honors see Jim Agutter)

JEANETTE BENSON, Dept of City & Metropolitan Planning

- benson@arch.utah.edu   801-581-8255   ARCH 220 F
- Advises all MCMP Grad 1, Grad 2 students.

ALLISON SPAIN, Dept of City & Metropolitan Planning

- spain@arch.utah.edu   801-587-9483   ARCH 220 D
- Advises all PhD students. Processes PhD Admissions.

RECORD KEEPING

Documenting and recording a student's progression through the program, from admissions to graduation, is essential. Current systems seem to be covering all the most important events. Still, staff and faculty should be attentive to ways in which we might improve our systems. The recent addition of an approval form for independent studies and professional projects is a good example.

PLACEMENT

Having professionally-based programs, it is important that CA+P develop and maintain systems that will assist students in finding employment after graduation. Placement information is important for many reasons, including recruitment of new students, accreditation, and institutional development.

We are beginning to collaborate with the University Career Services Office to track placement data and build stronger relationships with employers. All students can access resources available through Career Services for up to a year following graduation, after which they join the Alumni Association.

INTERNSHIPS

While internships provide students with valuable industry experience, requirements are different for every program. Whether it is a required core course or hours towards licensure, a broad range of opportunities should be made available for students.

Although CA+P hosts a Firm Fair every spring for industry employers to network with students, job opportunities may become available at other times during the year and there is no central location for such opportunities to circulate. Currently, the departments forward job opportunities to specific students in each program. It is suggested that the departments also forward this information to the Career Counselor assigned to CA+P.

Internship and job opportunities may then be posted to the online database, UC*areerLink* updated by the Career Services Office throughout the year. When a student becomes interested in an internship or job, and contacts the Career Counselor, they can receive feedback on their cover letter and resume, run through a mock interview, and be guided through the process of receiving an offer, negotiating a salary, and making a decision. Not only will this system centralize these opportunities but also allow CA+P to better track placement data. Employers from the Firm Fair are also offered the opportunity to volunteer as a contact for the "Ask-a-Professional" function where students and professionals can network all year round.

More information may be found here: http://careers.utah.edu/students/research/major/architecture-studies.php#outlook

JOB OUTLOOK

It will be important for prospective students to know what future opportunities to expect as well as projected industry trends.

Figure 12: **AVERAGE ANNUAL SALARIES**[8]

ARCHITECTS			URBAN & REGIONAL PLANNERS			COMMERCIAL AND INDUSTRIAL DESIGNERS		
National	Utah	U of U Graduates (Entry Level)	National	Utah	U of U Graduates (Entry Level)	National	Utah	U of U Graduates (Entry Level)
$73,090	$75,383	$37,333	$65,230	$57,202	$42,333	$59,610	$44,586	N/A

Employment of architects is projected to grow 17 percent from 2012 to 2022, faster than the average for all occupations. Architects will be needed to make plans and designs for the construction and renovation of homes, offices, retail stores, and other structures. As campus buildings age, many school districts and universities are expected to build new facilities or renovate existing ones. Demand is expected for more healthcare facilities as the baby-boomer population ages and as more individuals use healthcare services.

Demand is projected for architects with knowledge of green design, also called sustainable design. Sustainable design emphasizes the efficient use of resources, such as energy and water conservation; waste and pollution reduction; and environmentally friendly design, specifications, and materials. Rising energy costs and increased concern about the environment have led to many new buildings being built with more sustainable designs.

Employment of urban and regional planners is projected to grow 10 percent from 2012 to 2022, about as fast as the average for all occupations. Population growth and environmental concerns will drive employment growth for planners in cities, suburbs, and other areas. Planners will continue to be needed to make changes to plans, programs, or regulations to reflect demographic changes throughout the nation. Within cities, urban planners will be needed to develop revitalization projects and address problems

associated with population growth, population diversity, environmental degradation, and resource scarcity. Similarly, suburban areas and municipalities will need planners to address the challenges associated with population changes, including housing needs and transportation systems.

Although government funding issues will affect employment of planners in the short term, job prospects should improve over the coming decade. Planners will be needed to help plan, oversee, and carry out development projects that were deferred because of poor economic conditions. Combined with the increasing demands of a growing population, long-term prospects for qualified planners should be good.

Employment of industrial designers is projected to grow 4 percent from 2012 to 2022, slower than the average for all occupations. Consumer demand for new products and new product styles should sustain the demand for industrial designers. Employment in the manufacturing industry is projected to experience a slight decline over the projection period contributing to the slower than the average growth for industrial designers.

Prospects are best for job applicants with a strong background in two- and three-dimensional computer-aided design (CAD) and computer-aided industrial design (CAID). The increasing trend toward the use of sustainable resources is likely to improve prospects for applicants with the knowledge to work with sustainable resources.

RESOURCES:

[1] University of Utah Office of Budget and Institutional Analysis, Student Enrollment Report 2013
[2] University of Utah Office of Budget and Institutional Analysis, Enrolled Major Headcount 2013
[3] CA+P Academic Advisor Notes
[4] University of Utah Office of Budget and Institutional Analysis, Fast Facts Fall 2013
[5] University of Utah Office of Budget and Institutional Analysis, Degree Seeking Undergraduate Headcount Enrollment by Ethinicity, Gender, & College 2013 Autumn Semester Census
[6] The Graduate School Survey 2000
[7] University of Utah Office of Budget and Institutional Analysis, Undergraduate Retention & Graduation Reports December 2012
[8] National: Bureau of Labor Statistics Occupational Outlook Handbook
State: Utah Department of Workforce Services, Wage and Occupational Openings Data Tool
U of U Graduates: Self-reported from current and recent University of Utah students through Career Services.

Appendix J
Curriculum Re-Imagination Process Documents

APPENDIX J INDEX

# J.1   CURRICULUM PROCESS DOCUMENTATION

SCHOOL OF ARCHITECTURE CURRICULUM RE-IMAGINATION PROCESS

Our faculty has invested a tremendous amount of time and energy into the design of a new curriculum. The process began in spring 2015 with a series of surveys of faculty, students, and our professional community. The goal of these surveys was to determine what kind of graduates we wanted to produce, and how our graduates could serve both the discipline of architecture and the communities in which we work. The result of this work was a set of values and a set of skills/knowledges that every student should understand in order to graduate. This included the ability to think and act critically, to research and develop design processes independently, and to write and communicate effectively to different audiences all with a broad foundation of knowledge of the history and theory of architecture and of the social and cultural movements that gave life to architecture and theory. Curricular goals include:

- Train students to be **critical thinkers and leaders** in the field.
- Focus on the **processes of design, research, and thinking**: creative thinking, critical thinking, problem solving, exploration and risk-taking.
- Build toward **integration** over the course of the curriculum, providing appropriate integration at different stages in student development and opportunities for students and faculty to make **meaningful connections between different areas of instruction**: design, history/theory/criticism, technology, communications, professional practice.
- Develop **transparency** throughout the curriculum: clear and transparent understanding of how area objectives (core knowledge and skills) **build from one semester to the next** as well as how courses within a particular semester relate to each other either through integration or sequencing.
- **Break up the dominance of the studio** in the curriculum and subsequent marginalization of other courses.
- Emphasize **liberal arts based** education at undergraduate level and more **specialized** focus on architecture in graduate program.
- **Move NAAB Student Performance Criteria** out of undergraduate program to graduate program where possible.

Another important goal was to integrate our ethical framework and value system into the curriculum in an explicit and transparent way. This included the values of the College ("4 Rs") and the School. We developed a list of specific values based on our curricular discussions and organized them into overlapping categories of disciplinary values, pedagogical values, and ethical values.

Values Diagram
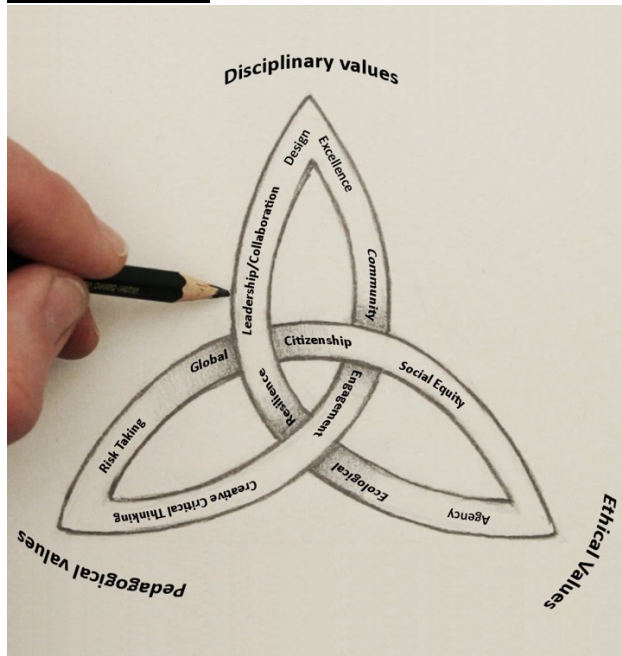
List of Values

Disciplinary Values

- Environmental Resilience
- Leadership/Collaboration
- Design Excellence
- Community Engagement

Pedagogical Values

- Community Engagement
- Critical Creative Thinking
- Risk-Taking/Exploration
- Global Citizenship

Ethical Values

- Global Citizenship
- Social Equity
- Agency
- Environmental Resilience

After determining what type of graduate we wanted to produce, we began a process of developing both course and degree objectives, which we then mapped across the four years of the undergraduate program and the two-to-three years of our graduate program. The process began with faculty in each subject area working together to develop a comprehensive list of objectives appropriate to that subject at each level of the curriculum. Then we began to map these objectives without regard for courses or areas in order to break down the divisions of the different areas of study. This process allowed us to rethink the curriculum in broad terms with a clear focus on the goals of producing architects who could engage the critical issues of the discipline in effective ways.

Once we mapped objectives very broadly, we began to group them in logical ways to allow us to develop new and innovative courses. In both small groups and as a full faculty, we mapped our objectives at more and more detailed levels, from curriculum wide mapping to mapping into particular course integrations and project descriptions. From that process we were able to develop short narrative semester descriptions of each level of the program.

The core of our graduate program is the two-year M.Arch program. The semester narratives are below. The first year of the two-year graduate program is known as "Grad 1" (or G1), and the second year is "Grad 2" (or G2).

The new M.Arch program is designed to create opportunities for students and faculty to make meaningful connections between the different areas of instruction – design, history/theory/criticism, building technology, communications, and professional practice. The two-year curriculum, described below, is structured for students who already have an undergraduate Bachelor of Science degree in architectural studies. For students with other undergraduate degrees, the 3+ M.Arch is the appropriate program.

The curriculum is composed of four distinct experiences in the two years of study: research and design methods integration, professional integration, an immersive experience, and a final self-authored studio, which provides students with the opportunity to take control of their education and choose an area of expertise to develop. Within each experience, distinct areas of study are integrated to develop the skills, knowledges, and critical creative thinking necessary for the ethical practice of architecture.

Curriculum Map
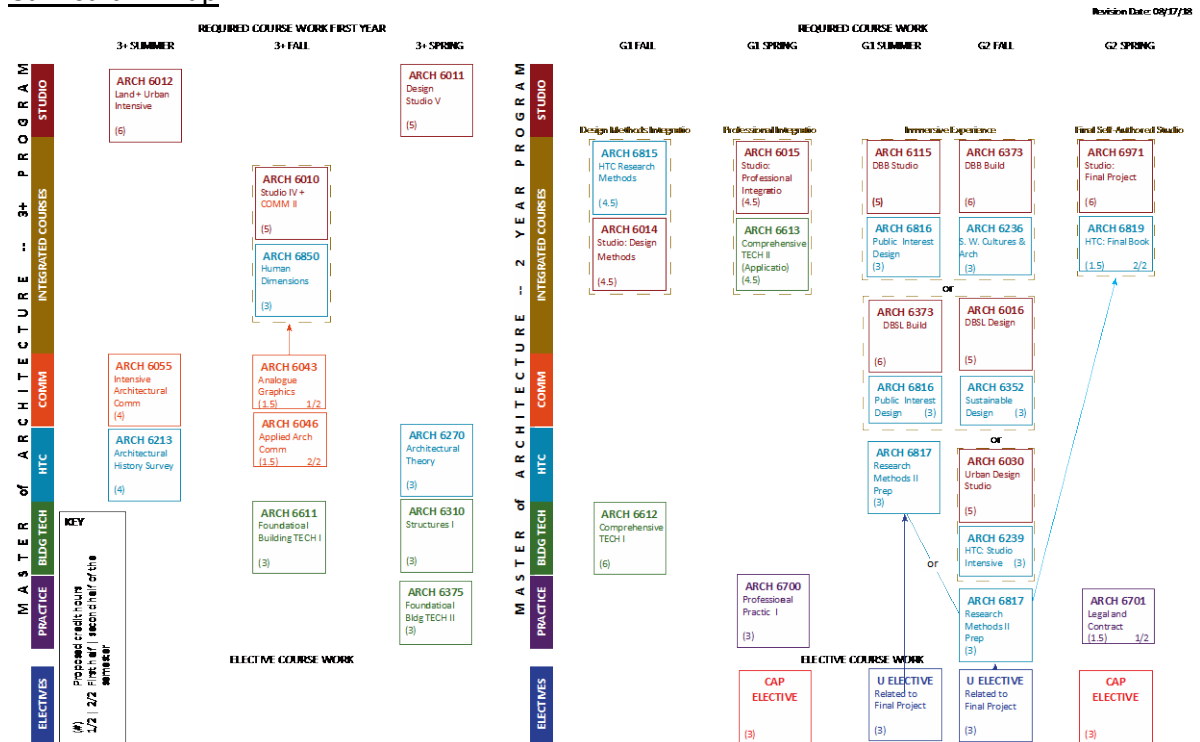
G1 Fall: Design Methods Integration
The M. ARCH Begins with an integrated experience that provides a foundation for the design process. The sequence begins with integration between studio, communications, and history/theory/criticism (HTC) research methods. In the first half of the semester, HTC feeds the studio process as primer for design, and communications defining a controlled path for tool sequence through the design process including critical evaluation of both tools and process.

G1 Spring: Professional Integration
This semester is focused in integrating the conceptual design and professional design development processes that allow for the consultation with allied trades including engineers, codes, contractors, etc. Studio and building systems application courses are given equal weight and coordinated throughout the semester.

G2 Summer/Fall: Immersive Experience
A hallmark of our M.Arch program, the immersive experience is designed to fully engage students in an aspect of architectural practice. For example, DesignBuildBLUFF (http://www.designbuildbluff.org/), located in Utah's Four Corners region, provides students the opportunity to design and build a full-scale project in partnership with the Navajo Nation. Design-Build Salt Lake focuses on the design and construction of highly energy efficient affordable houses for underserved communities in Salt Lake, and the Urban Design Studio is a community engaged design studio that tackles pressing civic issues at the urban scale.

G2 Spring: Final Self-Authored Studio
Following the integrated curriculum in the previous years, students are mentored through a self-authored project in which they must show the ability to integrate the many different aspects of architecture to develop and research a self-authored studio project. Students are guided through this process via a final HTC methods course that focuses on research and preparation for the final project accompanied by a University elective that focuses on the topic of the student's individual final project.

In addition, we offer a 3+ program for students with an undergraduate degree in some field other that architecture. This program consists of one year of intensive study followed by a full integration into the two-year M.Arch program.

The new curriculum development continues this year with the development and roll-out of the new integrated courses and methods of assessment. Attendant to this roll-out is the continued mapping of learning objectives; our disciplinary, pedagogical, and ethical values; and student performance criteria required by our NAAB Accreditation into courses, as well as the clear articulation of program learning objectives, and the development of methods for outcomes assessment specific to the new curriculum.

M.Arch Learning Objectives (Current Draft):

Outcome 1.   Theory, Concepts, and Critique (Knowledge)
Students who complete a degree in architecture will have knowledge of the field including history, theories, concepts, and approaches. Students will:
1.1   Develop a thorough and critical understanding of various theoretic positions in architecture and its related fields (art, history, philosophy, technology).
1.2   Develop of a critical understanding of architectural history and theory against the context of culture and society at large, including pressing issues such as social

equity, global citizenship, ecological resilience, and agency, and position themselves as architects with regard to both the profession and civic society, and politics and ethics.

1.3   Analyze, compare, and construct theoretical positions in architecture in written and oral discursive formats.

1.4   Develop a deep engagement with theory as a primer for design including how to build an argument, construct a question, propose a research agenda, and conduct formal research and analysis to solve architectural design problems of various scales and complexities.

Outcome 2.   Professional Practice, Communication, and Critical Thinking (Skills)

Students who graduate with a degree in architecture will have an understanding of where the profession is headed and what the challenges for the profession are and of different forms of practice, and will have the ability to question modes of practice and project delivery. Students will:

2.1   Demonstrate the ability to execute an architectural project through all of its phases from research to design, including the development and critique of a design process and the proposal of a viable and buildable design or rigorous open exploration driven by more theoretical considerations.

2.2   Ccommunicate effectively in written and oral and visual formats in a manner appropriate to their audience and develop a high level of architectural communication, understanding the latest advancements in digital design and its integrated fabrication.

2.3   Develop leadership and collaboration skills to facilitate and coordinate client, engineers, codes, contractor, etc. as well as navigate interest of groups that are invisible to the profession.

2.4   Develop various methods for the professional representation of their work, be equipped to defend it, and understand and respond to feedback in productive ways.

2.5   Develop information and visual literacy: critically assess and evaluate the validity, reliability, and appropriateness of precedents and sources.

Outcome 3.   Social Responsibility in a Diverse World (Values)

As an academic field of study, architecture emerged from a long history of formal and informal methods and economies. Students will learn to value the activist potential of the field, to think and act at various scales, and to be cognizant of their positionality in relationship to others. Students will:

3.1   Use knowledge of the historic and contemporary role and differential effects of architecture on local and global systems to develop or advocate for informed action to solve complex problems in society.

3.2   Understand how to generate and interpret complex community based information to inform their building designs. They will be able to analyze diverse communities and cultural phenomena and interpret the same in architectural terms.

3.3 See themselves as part of a global community that is interdependent and intertwined by:
   i) Meaningfully engaging with others in class and in the larger community;
   ii) Identifying their own cultural patterns and putting them into comparison with cultural patterns different from their own; and
   iii) Adapting design methods and communication skills imaginatively and flexibly to unfamiliar ways of being, thinking, seeing, and acting.

In 2017-8, we developed an extensive assessment process to ensure that the values and objectives are imbedded in new courses in a transparent way. This included faculty development workshops focused on the principals of transparent teaching, developing appropriate objectives, rubric development, and feminist teaching methods and innovative pedagogies. Following these workshops, faculty participated in syllabus and rubric writing workshops. Faculty were asked to come to the workshops with drafts of their syllabi and rubrics and then were grouped based on subject area and integrated teaching. These small groups were guided by the Chair and Associate Chair in discussing the strengths and weaknesses of syllabi, the clarity of learning objectives, the connection between objectives and the assignments designed to achieve them, and the development of appropriate rubrics to ensure that the objectives were evaluated in grading. These meetings not only provided structure for the development of our new integrated courses, but also allowed the faculty to work together to assess the intended outcomes for the new courses. This assessment method will continue in a more abbreviated form once the new curriculum is fully in place. In addition, at the end of each semester, the faculty will come together to assess the outcomes of the new courses at our end-of-semester retreat (see section 5.1: Learning outcomes assessment procedures).

To better understand ways in which the SoA values can be embedded within course assignments and assessed in a straightforward manner, we have begun to develop rubrics for each of the nine values. These rubrics are based on the Association of American Colleges & Universities (AAC&U) VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics (https://www.aacu.org/value/rubrics). Drafts of five of the SoA value rubrics are attached in the following section of this appendix.

J.2 CURRICULUM VALUE RUBRIC DRAFTS

J.2A   COMMUNITY ENGAGEMENT
J.2B   CRITICAL CREATIVE THINKING
J.2C   ENVIRONMENTAL RESILIENCE
J.2D   GLOBAL CITIZENSHIP
J.2E   LEADERSHIP

COMMUNITY ENGAGEMENT VALUE RUBRIC

Definition

Community engagement is working to make a difference in the life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes. In addition, community engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

	Benchmark 1	Milestone 2	Milestone 3	Capstone 4
Diversity of Communities	Begins to recognize one's attitudes and beliefs as an individual are one-sided.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities.
Analysis of Knowledge	Begins to identify knowledge (facts, theories, etc.) from one's own study, that is relevant to community engagement.	Begins to connect knowledge (facts, theories, etc.) from one's own study, to community engagement and to one's own perception of community life.	Analyses knowledge (facts, theories, etc.) from one's own study, making relevant connections to community engagement and to one's own partifipation in community life.	Connects and extends knowledge (facts, theories, etc.) from one's own study, to community engagement and to one's own participation in community life, politics, and government.
Community Identity	Provides minimal evidence of his/ her experience in community engagement activities that does not connect experiences to community identity.	Evidence suggests involvement in community engagement activities is generated from expectations or requirements rather than from a sense of community identity.	Provides evidence of experience in community engagement activities and describes what he/ she has learned about him/herself as it relates to a growing sense of community identity.	Provides evidence of experience in community engagement activities and describes what he/ she has learned about him/herself as it relates to a reinforced and clarified a sense of community identity and continued commitment to public action.
Communication	Communicates ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Effectively communicates in a community context: the ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further community action.
Action and Reflection	Has experimented with some community activities but shows little internalized understanding of their effects.	Has clearly participated in community focused actions and begins to reflect or describe how these actions may benefit communities.	Demonstrates independant experience and action, with reflective insights or analysis about one's actions.	Demonstrates independant experience and action and shows initiative in team leadership of complex community engagement activities, accompanied by reflective insights or analysis about the accomplishments of one's actions.
Community Structures	Experiments with community structures.	Demonstrates experience identifying intentional ways to participate in community structures.	Demonstrates ability and commitment to work actively withing community structures.	Demonstrates ability and commitment to collaboratively work across and within community structures to achieve a goal.

CRITICAL CREATIVE THINKING VALUE RUBRIC

Definition

Critical creative thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events and the capacity to combine or synthesize these in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking.

	Benchmark 1	Milestone 2	Milestone 3	Capstone 4
Identify and Define Issues	Issue to be considered critically is stated.	Issue to be considered critically is stated with some description.	Issue to be considered critically is stated, described, and clarified so that understanding is not impeded by omissions.	Issue to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
Evidence Selection	Information is taken and cited from sources.	Information is taken from sources with some interpretation/evaluation.	Information is taken from sources with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from sources with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
Examination of Context and Assumptions	Shows an emerging awareness of present assumptions. Begins to identify some contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Systematically and methodically analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
Thesis/Hypothesis/Position	Specific position is stated.	Specific position acknowledges different sides of an issue.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Specific position is imaginative, taking into account the complexities of an issue. Limits of position are acknowledged and others' points of view are synthesized within position.
Conclusions and Consequences/Implications	Conclusion is tied to some of the information discussed; consequences and implications are emerging.	Conclusion is logically tied to information; some consequences or implications are identified clearly.	Conclusion is logically tied to a range of information, including opposing viewpoints; consequences and implications are identified clearly.	Conclusions or consequences and implications are logical and reflect an informed evaluation and ability to prioritize evidence and perspectives discussed.

ENVIRONMENTAL RESILIENCE VALUE RUBRIC

Definition

Environmental resilience in the built environment is the implementation of practices that enhance existing environments, as well as responding to environmental disturbances effecting human systems, such as the depletion or degradation of natural resources and the natural world, to resist these damages, and recover or rebound quickly.

	Benchmark 1	Milestone 2	Milestone 3	Capstone 4
Global Awareness *Understanding the problem*	Identifies some connections between the built environment and its impact on the natural world.	Analyses ways the built environment impacts the natural world.	Evaluates the global impact of the built environment specific to current building practices, and its impact on the natural world.	Effectively addresses significant sustainability issues in the built environment, at a global scale, based on current building practices, and their impact on the natural world.
Ethical Self-Awareness *Personal responsibility*	Addresses one's personal responsibility to contribute to a sustainably built environment.	Discusses in detail one's personal responsibility to contribute to a sustainably built environment.	Discusses in detail/analyses one's personal responsibility to contribute to a sustainably built environment for the wellbeing of current and future generations.	Discusses in detail/analyzes one's personal responsibility to contribute to a sustainably built environment for the wellbeing of current and future generations.
Knowledge *Sustainable methods and elements*	Demonstrates surface level understanding of both the complex and simple methodologies and elements in implementing sustainable design practices.	Demonstrates partial understanding of both the complex and simple methodologies and elements in implementing sustainable design practices.	Demonstrates adequate understanding of both the complex and simple methodologies and elements in implementing sustainable design practices.	Demonstrates sophisticated understanding of both the complex and simple methodologies and elements in implementing sustainable design practices.
Evaluation *Understanding existing conditions and how to improve them at the scales of the building, site, and city*	Evaluation is basic, containing recognition of points of engagement.	Evaluation is brief regarding feasibility and impacts of solutions.	Evaluation is adequate, containing thorough explanations regarding feasibility and impacts of solutions.	Evaluation is sophisticated, containing thorough and insightful explanations regarding the feasibility of solutions as well as impacts of solutions.
Transfer *Implementation of knowledge gained*	Uses, in a basic way, knowledge of methods and theories gained in a new situation.	Uses knowledge of methods and theories gained to new situations to contribute to the understanding of the problems of current design/building practices.	Adapts and applies knowledge of methods and theories gained to new situations to solve the problems of current design/building practices.	Independently adapts and applies knowledge of methods and theories gained to new situations to solve the problems of current design/building practices in original ways.

GLOBAL CITIZENSHIP VALUE RUBRIC

Definition

Global Citizenship is the critical analysis and engagement with complex, interdependent global systems and their implications for people's lives and the earth's sustainability. It means promoting quality of life in diverse local and global contexts.

	Benchmark 1	Milestone 2	Milestone 3	Capstone 4
Self Awareness	Shows awareness of cultural rules and biases and how these influence core beliefs. Identifies some connection between personal decision-making and local and global issues.	Understands own cultural biases and core beliefs. Analyzes ways that human actions influence the natural and human world.	Recognizes new perspectives through cultural rules and biases. Evaluates the global impacts of one's own specific local actions on the natural and human world.	Articulates insights into one's own cultural biases and core beliefs. Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.
Critical Analysis	Begins to identify multiple perspectives, theories or cultures.	Identifies and explains multiple perspectives and expresses curiosity and openness toward other perspectives and cultures.	Synthesizes other perspectives and begins to ask deeper questions and initiate interactions with other cultures and perspectives.	Evaluates complex subjects in the face of diverse and even conflicting positions and suspends judgment while asking complex questions and initiating interactions with culturally different others.
Personal Responsibility and Action-Taking	Identifies the basic ethical dimensions of some local or national decisions that have global impact.	Explains the ethical, social and environmental consequences of local and national decisions on global systems.	Analyzes the ethical, social and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic interventions.	Takes informed and responsible action to address ethical, social and environmental challenges in global systems and evaluates the local and broader consequences of individual and collection interventions.
Understanding Interconnected Systems	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural world.	Examines the historical and contemporary roles, interconnections and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.
Cultural Diversity	Demonstrates minimal understanding of the complexity of important cultural elements including history, values, politics, beliefs, practices and individual experiences.	Demonstrates basic understanding of the complexity of important cultural elements including history, values, politics, beliefs, practices and individual experiences.	Demonstrates adequate understanding of the complexity of important cultural elements including history, values, politics, beliefs, practices and individual experiences.	Demonstrates sophisticated understanding of the complexity of important cultural elements including history, values, politics, beliefs, practices and individual experiences.
Communication	Has a basic understanding of cultural differences in verbal and non-verbal communication.	Has a basic understanding of cultural differences in verbal and non-verbal communication and attempts to negotiate shared understandings of perspectives while realizing that mis-understandings do occur.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Articulates a complex understanding of cultural differences in verbal and non-verbal communication and is able to skillfully negotiate a shared understanding based on those differences.

LEADERSHIP VALUE RUBRIC

Definition

Leadership is behaviors in the responsibility of managing a team or group (organizing and delegating team tasks, interacting with all members on team, and contributing to quality team discussions and collective work.)

	Benchmark 1	Milestone 2	Milestone 3	Capstone 4
Facilitates Contributions of Team Members	Shares ideas with the group.	Offers new suggestions to advance the work of the group.	Offers alternative solutions or courses of action that build on the ideas of others.	Helps the team move forward by articulating the merits of alternative ideas or proposals.
Fosters Collaborative Environment	Supports a constructive team climate by doing all of the following: being respectful, enforcing positivity, motivating through expressing confidence in team's ability to accomplish the objective, and providing assistance and encouragement as warranted.	Supports a constructive team climate by doing most of the following: being respectful, enforcing positivity, motivating through expressing confidence in team's ability to accomplish the objective, and providing assistance and encouragement as warranted.	Supports a constructive team climate by doing some of the following: being respectful, enforcing positivity, motivating through expressing confidence in team's ability to accomplish the objective, and providing assistance and encouragement as warranted.	Supports a constructive team climate by doing any of the following: being respectful, enforcing positivity, motivating through expressing confidence in team's ability to accomplish the objective, and providing assistance and encouragement as warranted.
Responds to Conflict	Passively accepts alternate viewpoints/ideas/opinions.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Identifies and acknowledges conflict and stays engaged with it.	Addresses destructive conflict directly and constructively, helping to manage/ resolve it in a way that strengthens overall team cohesiveness and future effectiveness.
Project Organization	Begins to organize project.	Maintains organizational pattern which can be understood by team.	Maintains organizational pattern that is clearly and consistently observable.	Maintains organizational pattern that is clearly and consistently observable and makes the team objective cohesive.
Inspires Innovation and Vision	Expresses interest in innovation, divergent thinking, or risk taking.	Begins to promote innovation, divergent thinking, and risk taking.	Actively seeks to promote innovation, divergent thinking, and risk taking among the team.	Actively seeks out and follows through on innovative, untested and risky solutions to complex problems.
Critical Analysis of Own Leadership	Shows awareness of own biases and values and is able to recognize other perspectives.	Understands own biases and values and demonstrates openness toward other perspectives.	Encourages other ideas and synthesizes various perspectives to develop deeper collective solutions.	Promotes complex and diverse ideas and synthesizes these ideas to develop comprehensive collective solutions to complex problems.

Appendix K
Multi-Disciplinary Design Program Information

APPENDIX K INDEX

K.1   MDD PROGRAM DESCRIPTION

The Multi-Disciplinary Design program, with both an undergraduate major and a minor, uses product design as a vehicle to investigate design research, human-centered design principles, interface development, articulation of product forms, materials and digital manufacturing principles.

The program has two tracks –digital products and physical products.

This interdisciplinary program trains students to compete in an increasingly complex work environment through a thorough understanding of ethical conduct and social responsibility based on these specific concepts:
- inquiry and project-based learning
- critical thinking skills
- experimentation with multiple ways of problem solving
- visual literacy
- innovation and invention
- team building and collaboration
- identifying authentic real-world tasks and challenges
- design research
- human centered design principles

The multi-disciplinary Bachelor of Science in Design degree program encompasses a curriculum with four substantive areas applicable to all design education: studio, technical, history/theory and practice. In addition to the classes and faculty from the Design program, the curriculum has been developed with existing University of Utah faculty and courses from Architecture, Fine Arts, Communication, Business, Bio-Engineering, Mechanical Engineering, Computer Science and Psychology.

This program has at its core the shared fundamental understanding of the language, process and application of design and design thinking. This proposes to use design as a verb for activities rooted in four cornerstones: Engagement, Community, Collaboration and Responsibility. This broad perspective allows for students to see the connections between these design specialties and focus on the process of design as a creative idea and development framework. It expands students' horizons by engaging with other design disciplines in strategic and collaborative ways. This approach can lead to exciting new design engagement that can deeply engage the world as it is and as it is becoming.

K.2 MDD FACULTY DATA

Table 2.1: Tenure-Line Faculty

School of Architecture

Last Name	First Name	Rank	Tenured	FTE	Gender	Race/ Ethnicity	Average Age
Agutter	Jim	Associate	Yes	0.9	M	White	51 (Assoc.)

Table 2.2: Career-Line/Adjunct/Visiting Faculty

School of Architecture

Last Name	First Name	Rank/Title	FTE	Gender	Race/ Ethnicity	Average Age
Beck	Jon	Instructor (Associate)	0.25	M	White	
Bowen	Cord	Associate (Clinical)	1.0	M	White	
Croxton	Michael	Instructor (Associate)	0.25	M	White	
Dickinson	Taylor	Instructor (Associate)	0.25	M	White	
Galyean	Brian	Instructor (Associate)	0.25	M	White	
Garfield	Kelly	Instructor (Associate)	0.25	M	White	
Grover	Justin	Instructor (Associate)	0.25	M	White	
Howard	Evan	Instructor (Associate)	0.38	M	White	
Johnson	Holly	Instructor (Associate)	0.2	F	White	
Liechty	Stella	Instructor (Associate)	0.25	F	White	
McAvoy	Bogart	Instructor (Associate)	0.75	M	White	
Mills	Jonathan	Assistant (Visiting)	1.0	M	White	
Paries	Kris	Instructor (Associate)	0.25	M	White	
Tsoutsounakis	Elpitha	Assistant (Lecturer)	0.85	F	White	
Witczak	Andi	Assistant (Adjunct)	0.25	F	White	**40**

K.3 MDD PROGRAM THREE-YEAR FOLLOW-UP REPORT (2017)

Utah System of Higher Education
Follow-up Reports
Cover/Signature Page - Abbreviated Template

Institution Submitting Report: University of Utah

Program Title: Multi-Disciplinary Design

Sponsoring School, College, or Division: College of Architecture + Planning

Sponsoring Academic Department(s) or Unit(s): Architecture

	Original	New (if applicable)
Classification of Instructional Program Code[1] :	50.0404	6 - Digit CIP

Board of Regents' Original Approval Date for program: 08/20/2013

Institutional Board of Trustees' Approval Date for *this* report:

Award Type: BS

Program First Offered: Fall   2013

Report Type:

☒	Three-year Follow-up Report of Committee-of-the-Whole action items approved by the Regents
☐	Two-year Follow-up Report of Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:
I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Cord Bowen   Date: January 3, 2017

☒ I understand that checking this box constitutes my legal signature.

Follow-up Report - Abbreviated Template

Section I: The Request

University of Utah submits a Three-year Follow-up Report for the following Baccalaureate degree: Multi-Disciplinary Design. This program was originally approved by the Board of Regents on 08/20/2013 and the first students were able to declare or be admitted to the program in Fall 2013.

Section II: Program Report

Program Description

Present a brief program description. Indicate why the program was initiated. State how the institution and the USHE have benefited by offering the program.

Description: The Multi-Disciplinary Design program uses product design as a vehicle to investigate design research, human centered design principles, interface development, articulation of product forms, materials and digital manufacturing principles. After successfully completing 20 credit hours in specified pre-major courses, students accepted into the major will focus on one of two tracks: one that is more related to form giving closely related to Industrial Design and the other that is more digitally related.

In the modern world the boundaries that exist between applied design disciplines often aren't as easily defined. The adherence to siloed solutions is breaking down. Bridges are being built between specialties in order to cultivate a shared understanding, synergistic collaboration and a common vocabulary – all of which are essential to solving complex problems. Those versed in the language of design and critical thinking will be essential voices in such dialogues. Therefore, it is absolutely critical that we not only educate our future designers with a strong foundation in the fundamentals of design and design thinking, but to begin cultivating collaborative environments that reflect contemporary paradigms.

Why: This idea of cross-fertilization is not new. It has, perhaps, just been inadvertently forgotten due to the complexities of the university structure. The Bauhaus which operated in Germany from 1919–1933 (and subsequent new Bauhaus at the Illinois Institute of Technology) was/is a model of inter-disciplinary study that purposefully ignored arbitrary and artificial boundaries and provided a common approach to design and art-making across divergent disciplines. This union of art, craft and technology led to innovations in architecture, graphic design, product design, furniture design and materials that continue to reverberate.

In the last number of years many private institutions and design practices have taken up this theme through the linkage between different disciplines through the common language of design. The d.school at Stanford, the New School at Parsons, IIT Institute of Design and MIT Media labs are modern equivalents of the Bauhaus that bring together a diverse set of specialties across the common framework of design and using community based complex problems at their core.

Benefits: The University of Utah and USHE have benefitted from the MDD program in three major ways. First our program focus is providing much needed skill sets and leadership abilities in the growing physical/digital product design professions in Salt Lake City and Utah. Second, our program currently has a graduation rate higher than 90% from the point of major declaration and acceptance. Third, our open enrollment courses have reached close to 30 majors across the campus continuing our mission to engage the university as a whole.

Enrollment and Revenue Data

See Appendix A: Program Participation and Finance

Institutional Analysis of Program to Date

Provide a statement that summarizes the institution's current analysis of the program's strengths and weaknesses relative to enrollments, staffing, and funding. Describe any actions the institution has taken or will take to respond to any issues with the program.

Strengths: Currently the MDD program runs lean with it's full-time faculty to student ratio. As described in the program description the MDD program has curated a collective of highly educated and accomplished professionals to engage the program as adjunct faculty. While this is an incredibly difficult task given limited resources staffing

and facilities, we have used these constraints as opportunities to re-describe the student and classroom/studio experience.

Weaknesses: Relative to enrollments, staffing and funding the underlying weakness for the MDD program lies within our ability to meet increasing interest and demand. We are seeing a doubled interest from potential students on one end and more than doubled from employers at the other end. This year alone we have experienced a surge in interest in our program which is sustaining for the upcoming 2017-18 academic year. The growth problem faces us in two ways, the opportunity to accept more students combined with the expansion of the program from two to four years as an experience allowing our student numbers (major declarations) to grow internally.

Actions: Internally the College of Architecture + Planning is working with the MDD program to provide added accommodations in the Field house and new investments in digital fabrication resources shared by the college as whole. We are currently seeking growth funding to head off the anticipated enrollment increase both in-major and with our courses that serve the university as a whole. MDD is hoping the university will help meet this demand with faculty and part-time staff lines.

Employment Information
Provide employment information on graduates of the program.

In May of 2016 the MDD program graduated it's second cohort. As a small and relatively new program we've been able to track our recent graduates and their transitions into the job market and graduate school environments. Currently we estimate* that 100% of our students not in graduate school are employed either within degree aligned companies or sustaining living wages as free-lance design consultants. Two of our students are currently enrolled in graduate school. From what we understand in conversation with students and their employers, they are well received and valued as team members and entrepreneurial thinkers.

Appendix A: Program Participation and Finance

In the following table, record the number of students who are enrolled in the program as well as expenses to the institution and revenues generated. Use department or unit numbers as reported in the approved R401 proposal for "Year Preceding Implementation."

Three Year Projection/Program Participation and Department Budget

New Program

Student Data

	Year Preceding Implementation	Year 1		Year 2		Year 3		Year 4		Year 5	
		Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual
# of Majors in Department			334		302		320		336		
# of Majors in Proposed Program(s)	15		15	30	27	60	33	70	33	90	
# of Graduates from Department			75		81		74				
# of Graduates in New Program(s)	0		0	15	5	30	10	40		50	

Department Budget

REVENUE – source of funding to cover additional costs generated by proposed program(s)

	Year Preceding Implementation	Year 1		Year 2		Year 3	
		Estimated	Actual	Estimated	Actual	Estimated	Actual
Internal Reallocation	$10,000	$5,000	$10,906	$25,000	$25,000		$25,000
Appropriation	$19,190	$94,190	$94,695	$95,367	$95,367	$120,734	$120,734
Special Legislative Appropriation	$125,500	$51,005	$50,500	$156,131	$160,541	$157,154	$157,154
Grants and Contracts							
Special Fees		$5,000	$12,200	$13,830	$13,624	$18,809	$18,809
Tuition	$38,000	$60,000	$42,568	$21,960	$28,487	$43,292	$40,739
Differential Tuition (requires Regents approval)							
Other:					$619	$0	$500
TOTAL FUNDING	$192,690	$215,195	$210,869	$312,288	$323,638	$339,989	$337,936

Appendix L
Curricular Management Plan

APPENDIX L INDEX

SoA CURRICULAR MANAGEMENT PLAN

The SoA's process for assessment and adjustment of the curriculum, which is led by the SoA Curriculum Committee and the SoA Chair, involves four specific parts:
1) data collection and evaluation (see section on Departmental Program Assessment below),
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 shown below.

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 (organized by topic areas – studio, communications, history/theory/criticism, technology/structures, and professional practice), undergraduate and graduate students, the SoA Chair or Associate Chair, and at least one member of the local professional community (typically an adjunct faculty member).

The Curriculum Committee completes in-depth study of the issues brought forth by the SoA Chair and 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.

Learning outcomes (LOs) per course are prepared by individual faculty members, and reviewed by the SoA Chair as well as by faculty within the curriculum area (studio, communications, history/theory/criticism, technology/structures, and professional practice). Architecture program learning outcomes are developed by the SoA Chair and Associate Chair based on the course and curricular area LOs and reviewed by the Leadership Team prior to being published. Learning outcomes were last reviewed in spring 2015 and are being reviewed and revised currently as part of our curriculum re-imagination process.

Departmental Program Assessment
The SoA evaluates the efficacy and outcomes of the M.Arch degree program utilizing several different forms of assessment:
- course evaluations completed by students;
- the SoA strategic plan, mission, and core beliefs;

- the university- and college-level evaluations (including the Graduate Council Review, CA+P Advisory Board feedback, alumni surveys, regular meetings between the SoA Chair and the CA+P Dean, as well as SoA and CA+P Leadership Team meetings);
- the CA+P mission and SMART goals; and
- the 2016 National Architectural Accrediting Board Visiting Team Report.

These varied forms of assessment provide a comprehensive framework for continually clarifying the program's direction, evaluating the outcomes from various perspectives, and proposing revisions.

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. 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 also is given by the professional community after visits to firms conducted in the professional practice classes and after the annual Career Fair, where students show their portfolios to represented firms. The AIAS (American Institute of Architects Students) 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). The University requires individual faculty members to prepare descriptions 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 SoA Chair to provide an overview of the effectiveness of the teaching methods in conveying course content. Annually in the spring semester, the Chair reviews teaching evaluations and 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.

CURRICULAR ASSESSMENT CHART

GROUP	FACULTY MEMBERSHIP	STUDENT MEMBERSHIP	ROLES AND RESPONSIBILITIES
SoA Curriculum Committee	Chair: tenured faculty member Curriculum Area Coordinators: • Major 1 studios • Major 2 studios • 3+ studios • Grad 1 studios • Grad 2 studios • Communications • History/Theory/Criticism • Technology/Structures • Professional Practice • Member of local professional community • Chair or Associate Chair of the SoA	One student representative from each: • Undergraduate Major 1 • Undergraduate Major 2 • 3+ Graduate • Graduate year 1 • Graduate year 2	The curriculum committee has the responsibility to 1. review and recommend changes to the curriculum of all degree and certificate programs in the department, including changes to the completion requirements for degrees and certificate programs in the department, courses offered, and course descriptions and representation in the catalog; 2. conduct an annual review of general catalogue for the department; and 3. complete annual specific charges as outlined by the SoA Chair and Leadership Team. All curriculum changes, including all new courses, must be approved by the department curriculum committee or its designee and submitted to the Chair's office for further action. The Chair will refer changes to the SoA Faculty Council for discussion and approval. Once changes are approved by the SoA Faculty Council, they will be referred to the Dean's office. The dean will refer changes to the completion requirements for degrees and certificate programs to the College Curriculum Committee for advice, who will report to the College Council. The College Council will make the final determination.

Appendix M
Faculty Research, Scholarship, and Creative Work

APPENDIX M INDEX

M.1   MICHAEL ABRAHAMSON

Visiting Assistant Professor
(joined the SoA in fall 2018)

Research areas: Architectural history/theory/criticism with a focus on brutalism and professional practice.

Scholarship: "Actual Center of Detroit: Method, Management, and Decentralization in Albert Kahn's General Motors Building, 1919-1923," Journal of the Society of Architectural Historians v. 77, n. 1 (March 2018), 56-76

Scholarship: "North America," SOS Brutalism: A Global Survey, Edited by Oliver Elser, Philip Kurz, and Peter Cachola Schmal (Zürich, Switzerland: Park Books, 2017), 116-121

Scholarship: "Two Trajectories," Robert Maschke Architects, 2007-2017 (Cleveland, OH: 1point618, 2017)

Scholarship: "Return of the Ignored," Pidgin 21: Flushed (Fall 2016), 32-59

Scholarship: "On Little Histories," Project Journal Issue 5 (Spring 2016), 110-111

Scholarship: "Brutalism is not Bunker Architecture," in Safety Not Guaranteed: A Manual for Architecture (March 2016), 78-80

Scholarship: "Welcome to Brutalism," The Sunday Times, London, England (October 25, 2015), C6-C8

Scholarship: "Chicago Architecture Biennial Review: No Harm Done, Few Traces Left Behind," The Architectural Review (October 14, 2015), architectural-review.com/rethink/reviews/no-harm-done-few-traces-left-behind/8690344.article

Scholarship: "What is a Brutalist House?" as Guest Curator, OfHouses (August 24, 2015), umblr.com/ZfwZ0o1sfFZP_

Scholarship: "The Flying Twist: WMS Boathouse by Studio Gang Architects," The Architectural Review n. 1422 (August 2015), 70-77

(Michael Abrahamson con't) <u>Scholarship</u>: "Book Review: Life and Lawlessness in The Western Town," The Architectural Review (August 15, 2015), architectural-review.com/rethink/reviews/architecture-culture-has-been-far-from-immune-to-the-charms-of-the-wild-west-mythos/8686552. Article

<u>Scholarship</u>: "Designing the Great Migration," coauthored with James D. Graham, The Aggregate website, Black Lives Matter Dossier (March, 2015), we-aggregate.org/piece/designing-the-great-migration

<u>Scholarship</u>: "Means Without Ends," [translated to Spanish as "Medios Sin Fines"] Plot 22 (January 2015), 178-181

<u>Scholarship</u>: "Concrete Images," in Brutalism: London (London: Black Dragon Press, 2014)

<u>Scholarship</u>: "11 Lesser-Known Brutalist Buildings," Dezeen (September 14, 2014), http://www.dezeen. com/2014/09/14/fuckyeahbrutalism-top-11-brutalist-buildings/

<u>Scholarship</u>: "2014 Pulitzer Prize Celebrates On-The-Ground Architectural Criticism," The Architectural Review (May 28, 2014), architectural-review.com/rethink/the-2014-pulitzer-prize-celebrates-on-the-ground-architectural-criticism/8663128.article

<u>Scholarship</u>: "Blame Game," The Architectural Review n. 1413 (November 2014), 20

<u>Scholarship</u>: "The Problem of Large," in Clog: Rem (Summer 2014), 50-51

<u>Scholarship</u>: Possible Mediums: Testing the Limits of Architectural Representation," The Architectural Review (April 2, 2014), architectural-review.com/rethink/reviews/testing-the-limits-of-architectural-representation/8660798.article

<u>Scholarship</u>: "Sculpture into Architecture," in San Rocco 9: Monks and Monkeys (Spring 2014), 69-78

<u>Scholarship</u>: "Robotic Arms Race in Architectural Education," The Architectural Review n. 1405 (March 2014), 17-19

(Michael Abrahamson con't)   <u>Scholarship</u>: "Toward an Ineloquent Architecture," in Clog: Unpublished (Fall 2013), 82-83

<u>Scholarship</u>: "Air Rights: An Exhibit by Drone Research Lab," Archinect (October 18, 2013), archinect.com/features/article/84447208/air-rights-an-exhibit-by-drone-research-lab/

<u>Scholarship</u>: Editor, Clog: Brutalism (February, 2013)

<u>Scholarship</u>: "Radical Nostalgia," Fulcrum 63 (January 21, 2013), fulcrum.aaschool.ac.uk/63/

<u>Scholarship</u>: "In Defense of the Donut," in Clog: National Mall (November 2012), 90-91

<u>Scholarship</u>: Functional Colour: A Postwar Discourse and its Application at Lever House," Saturated Space (September 2, 2013), saturatedspace.org/2013/09/functional-colour.html

<u>Scholarship</u>: "Rendered Hot And/Or Cool," in Clog: Rendering (August 2012), 74-75

<u>Scholarship</u>: "On Crate Digging," Project Journal (August 15, 2012), projectjournal.org/424/

<u>Scholarship</u>: "Heroic Ordinariness," in Clog: Apple (February 2012), 62-63

M.2   JIM AGUTTER

Associate Professor
(joined the SoA in fall 2001)

Research areas: application of 2D and 3D design concepts to large scale real-time data environments, information visualization, medical device design and development, and design challenges in healthcare and cyber-security.

Research: Refining and testing the electronic Social Network Assessment Program (eSNAP), PI Maija Reblin, $100,000, Role: University of Utah PI and Design director ($48,000), National Cancer Institute (2016-18)

Research: Interdisciplinary program for the development and commercialization of rehabilitation aids for spinal cord injury, PI Jeffrey Rosenbluth $300,000 Role: Education Collaborator ($30,000) Nielson Foundation (2014-16)

Research: Connect2Health Volunteering Program, Role: PI and Faculty director $5,000 LDS Giving Foundation (2014)

Research: Connect2Health Volunteering Pro- gram, Role: PI and Faculty director $5,000 Castle Foundation (2014)

Research: Delivery of Medical Alarms, Role: PI and Design director $191,800 Navy Research Lab (2013-16)

Research: Using Clinical Immersion as an empathic training tool in medical device innovation, Role: Co-PI with Robert Hitchcock and Design director $185,000 National Institutes of Health (2013-16)

Research: The Computational Analyst/Attack- er Model (CAAM), Bob Pornoky PI, $100,000, Role: Design Advisor ($5,000) Department of Defense (2013)

Research: Moderate Sedation Internet Education, Egan PI $350,000 Role: Design director (30,000) Johnson and Johnson Corporation (2012)

Research: Connect2Health Volunteering Program, Role: PI and Faculty director $5,000 Anonymous Donor (2012)

Research: Connect2Health Volunteering Program, Role: PI and Faculty director $5,000 Intermountain Health Care (2012)

(Jim Agutter con't)

Scholarship: "Methods and Apparatus for Drug Modeling and Displaying Drug Models", Noah Syroid, James Agutter, Kenward Johnson, Talmage Egan, Dwayne Westenskow. 1/27/2012, Published 8/2/2012, 11/725,864

Scholarship: McFarlane, D., Doig, A., Agutter, J., Mercurio, J., Mittu, R., Brewer, L., Syroid, N., "Defeating information overload in health surveillance using a metacognitive aid innovation from military combat systems" The Journal of Defense Modeling and Simulation October 2017: 14.4 371-388

Scholarship: Reblin, M., Wu, Y., Pok, J., Kane, L., Colman, H., Cohen, A., Mendivil, E., Warner, E., Meyer, M., Agutter, J., "Development of the Electronic Social Network Assessment Program Using the Center for eHealth and Wellbeing Research Roadmap" JMIR Hum Factors 2017;4(3):e23

Scholarship: Tsoutsounakis, E., Agutter, J., "The Future of Play: A Framework for Design Studio Curriculum" 2015 Design Principles and Practices International Conference, March, 2015 Chicago, IL

Scholarship: Tsoutsounakis, E., Agutter, J., "Design Thinking: A Model for Introducing Design to University Students across Disciplines " 2014 Design Principles and Practices International Conference, January, 2014

Scholarship: Agutter, J., Hitchcock, R, Langell, J., Broadhead,K., Petelenz, T., "Design and Engineering Clinical Immersion Program", National Collegiate Inventors and Innovators Alliance Open 2013, Washington D.C. March 2013

Scholarship: Doig, A., Agutter, J., Jackson, A., Hart, S., "Teaching Creative Thinking and Innovation in Nursing" American Association of Colleges of Nursing, 2012 Baccalaureate Education Conference, San Antonio, Texas November 2012

Scholarship: Agutter, J., "The Patient Experience Project" National Collegiate Inventors and Innovators Alliance OPEN 2012 Conference San Francisco, CA March 2012

Scholarship: McKenna, Sean, Dominika Mazur, James Agutter, and Miriah Meyer. "Design Activity Framework for Visualization Design." IEEE Transactions on Visualization and Computer Graphics 2014

(Jim Agutter con't)

Scholarship: Tsoutsounakis, E ., Agutter, J., "Design Process / Design Thinking; Alternative Methods in the Classroom" Proceedings of the 30th National Conference on the Beginning Design Student, April 2014

Scholarship: Agutter, J., Tsoutsounakis, E., "Design Thinking: A Model for Introducing Design to University Students across Disciplines "2014 Design Principles and Practices International Conference, January, 2014

Scholarship: Koch, S., Weir, C., Westenskow, D., Gondan, M., Agutter, J., Haar, M., Liu, D., Gorges, M., Staggers, N., "Evaluation of the effect of information integration in displays for ICU nurses on situation aware- ness and task completion time: A prospective randomized controlled study" International Journal of Medical Informatics. August 2013, 82(8) 665-75

Scholarship: Syroid, N., Liu, D., Albert, R., Agutter, J., Egan, T.D., Pace, N.L., Johnson, K.B., Dowdle, M.R., Pulsipher, D., Westenskow, D., "Graphical user interface simplifies infusion pump programming enhances the ability to detect pump-related faults" Anesthesia and Analgesia, November 2012, 115(5) 1087-97

Scholarship: Anders, S., Albert, R., Miller, A., Doig, A., Berhnes, M., Weinger, M., Agutter, J. "Evaluation of an inte- grated graphical display to promote acute change detection in ICU patients" International Journal of Medical Informatics. 2012 April 23

Scholarship: Koch, S., Weir, C., Haar, M., Staggers, N., Agutter, J., Gorges, M., Westenskow, D., "ICU nurses' information needs and recommendations for integrated displays to improve nurses' situational aware- ness" Journal of the American Medical Informatics Assoc. doi:10.1136/amiajnl-2011-000678 2012

Scholarship: Runnels, S., Syroid, N., Agutter, J., Thompson, B., Obara, S., Ogura, T., Egan, T., "A Web-based, Interactive, "Virtual Preceptorship" Moderate Sedation Training Program for Non-anesthesiologists" ASA 2011, Chicago, IL - published in Anesthesiology 2011: A169

(Jim Agutter con't)   <u>Scholarship</u>: Obara, S., Syroid, N., Johnson, K., Pace, N., Westenskow, D., Albert, R., Ogura, T., Agutter, J., Egan, T., "A Clinical Pharmacology Display System Changes Anesthesiologists Technique and is Associated with High User Satisfaction" ASA 2011, Chicago, IL - published in Anesthesiology 2011; A1274

M.3   RIMA AJLOUNI

Associate Professor
(joined the SoA in fall 2015)

Research areas: Computation, mathematics and digital fabrication in Architecture and Historic Preservation, with special focus on technical issues pertaining to architectural education and practice.

Scholarship: Ajlouni, R. (2018), "A Surface Stacking-Based Method for Generating Icosahedral Quasicrystalline Symmetry". In Aperiodic Crystals 2018. Iowa State University, Ames, Iowa. July 8-13, 2018.

Scholarship: Ajlouni, R. (2018), "Sound Reflection Behavior of Quasi-Periodic Surface Profiles". Journal of TECHNOLOGY | ARCHITECTURE + DESIGN (TAD)

Scholarship: Ajlouni, R. (2018), "Digital Conformity". In *Proceedings* of *ACSA 2018,* 106th ACSA Annual Meeting. The Ethical Imperative. March 15-17, 2018. Denver, Colorado. New York: Association of Collegiate Schools of Architecture (in Press).

Scholarship: Ajlouni, R. (2017), "Simulation of Sound Diffusion Patterns of Fractal-Based Surface Profiles", in Takehiko Nagakura, Skylar Tibbits, Mariana Ibañez and Caitlin Mueller (eds). ACADIA 2017. Proceedings Catalog of the 37th Annual Conference of the Association for Computer Aided Design in Architecture. Massachusetts Institute of Technology, Cambridge MA. pp 52-61.

Scholarship: Ajlouni, R. (2017), "An ancient rule for constructing dodecagonal quasi-periodic formations". Journal of Physics: Conference Series Volume 809 (1): http://iopscience.iop.org/article/10.1088/1742-6596/809/1/012028/pdf.

Scholarship: Ajlouni, R. (2016), "A Contemplative Pause on the Integration of Digital Computational Thinking into Architectural Education", in Manuel Couceiro da Costa, Filipa Roseta, Joana Pestana Lages and Susana Couceiro da Costa (eds). *Architectural Research Addressing Societal Challenges*. Leiden, the Netherlands: CRC Press.

Scholarship: Ajlouni, R. (2016) Book Review, "Islamic Geometric Design" by Eric Broug. The International Journal of Islamic Architecture. Volume 6 Number 1.

(Rima Ajlouni con't)

Scholarship: "Octagon-based Quasi-crystalline Formations in Islamic Architecture" in Siegbert Schmid, Ray L. Withers, and Ron Lifshitz (eds), APERIODIC Crystals. Springer: Amsterdam, 2013. pp. 49-58.

Scholarship: Al Ajlouni, R. (2013), "The Global Long-Range Order of Quasi-Periodic Patterns in Islamic Architecture". *Acta Crystallographica A: Foundations of Crystallography*. March 2012 issue. Section A. Vol. 68, Part II.

Scholarship: Al Ajlouni, R. (2012), "The Forbidden Symmetries", in Mark Cabrinha, Jason Kelly and Kyle Steinfeld (eds), *Synthetic Digital Ecologies*. Proceedings of the 32nd Annual Conference of the Assoc. for Computer Aided Design in Architecture. Acadia Annual International Conference, San Francisco, California, October 18-21 2012, 391-400.

Scholarship: Al Ajlouni, R. (2012), "Sustaining the Curious Mind: Integrating Research into Beginning Design Education"**,** in *End of/in the Beginning: Realizing the Sustainable Imagination,* proceedings of The National Conference on the Beginning Design Student (NCBDS)**,** Penn State University, March 29 2012.

M.4   CORD BOWEN

Associate Professor (Clinical) (joined the SoA in fall 2016)

Research areas: research-led design development in the design industry; interdisciplinary research bridging industrial design and architecture

Research: "Botanica Bioregenerative Air Purifier" - UH Green Building Components Initiative, $35,985 Awarded for Research and Prototype; Funding: Meadows Foundation and University of Houston Green Building Components (2011-12)

Scholarship: Bowen, C., Jackson, M. "Object Analysis: Process and Performance Diagramming," Proceedings, National Conference on the Beginning Design Student, NCBDS 29 Temple University (2014)

Scholarship: Bowen, C. "What they heard," Presentation, National Conference on the Beginning Design Student, National Conference on the Beginning Design Student, NCBDS 29 Temple University (2014)

Scholarship: Bowen, C., Jackson, M. "Object Analysis: Process and Performance Diagramming," Presentation, National Conference on the Beginning Design Student, NCBDS 29 Temple University (2013)

M.5   ERIN CARRAHER

Associate Professor
(joined the SoA in fall 2011)

Research areas: Leadership in collaborative architectural practice, affordable housing, and digital technologies in architecture and architecture education.

Research: *Conflux: Non–Standard Forms of Creative Collaboration,* working title for a sole–authored revised proposal for an existing book contract with Routledge, revised signed contract anticipated late 2017 with final manuscript due in late 2019.

Scholarship: "The Spatial Agency of Digital Praxis," chapter in Gregory Marinic, ed., *The Interior Architecture Theory Reader,* Routledge, January 23, 2018.

Scholarship: Carraher, E., Smith, R.E., Tripeny, P., Young, R.A., "Building Technology within a New Architecture Curriculum," in *Poetics and Pragmatism: Building Technology Educators' Society 2017 National Meeting Proceedings*, Des Moines, Iowa, 2017.

Scholarship: Erin Carraher and Ryan E. Smith with Peter de Lisle, *Leading Collaborative Architectural Practice,* Hoboken: John Wiley & Sons, Inc., March 20, 2017.

Scholarship: Carraher, E., et al. "Beyond the Studio: Alternative Models of Student/Teacher Engagement," in *National Conference on the Beginning Design Student 32 Conference Proceedings,* San Luis Obispo, California, 2016.

Scholarship: Rügemer, J., Carraher, E., "Project:ARCHITECURE," *The International Journal on Sustain-ability Education*, Common Ground Publishing, Champaign, Illinois, USA. Volume 12, Issue 1, pp.11–22, March 2016.

Scholarship: Rügemer, J., Carraher, E. "The Girl Scouts of Utah Interlocking Cross–Laminated Timber Summer Cabins," in: *Proceedings of the 31st International PLEA Conference*, Bologna, Italy 2015.

Scholarship: Jacob A. Gines, Erin Carraher, and Jose Galarza, editors, *Intersections and Adjacencies: Leadership in Building Technology Education*, Proceedings of the 2015 Building Technology Educators' Society Conference, June 24–27, Salt Lake City, UT, BTES, 2015.

(Erin Carraher con't)

Scholarship: Carraher, E., Rügemer, J., "Collaborative solid wood construction case study," *Proceedings of the Building Technology Educators' Society (BTES) International Conference*, Salt Lake City, Utah, 2015.

Scholarship: Carraher, E., Rügemer, J., "Collaborative solid wood construction case study," *Proceedings of the Architecture Research Centers Coalition (ARCC) National Conference*, Chicago, Illinois, 2015.

Scholarship: Carraher, E., "Integrating Technologies in Beginning Design Studio," *Proceedings of the National Conference on the Beginning Design Student (NCBDS),* Houston, Texas, 2015.

Scholarship: "The Girl Scouts of Utah's Interlocking Cross Laminated Summer Cabins," Rügemer, J., Carraher, E., in: *Proceedings of the 4th AIARG All Ireland Architecture Research Group Conference*, Dublin, 2015.

Scholarship: "Project: Architecture," in: *Architectural Education Awards*, Association of Collegiate Schools of Architecture 2013-2014. ISBN 978-0-935502-88-6. In collaboration with Erin Carraher. Published, 04/2014.

Scholarship: "Girl Scouts of Utah Cabins, Trefoil Ranch Utah." 'Project Highlight' in *AIA Utah Fall 2013 Newsletter*. Published, 10/2013.

Scholarship: "Toward an Integrated Fabrication Pedagogy" *Building Technology Educator's Society: Tectonics of Teaching Proceedings*. Roger Williams University / New Jersey Institute of Technology, 2013.

Scholarship: "Making Manifest: The Importance of the Actual in the Digital Design Process" with E. Tsoutsounakis, 2013 National Conference on the Beginning Design Student: *Actions: The Making of Place Proceedings*. Temple University, 2013.

Scholarship: "Toward an Integrated Fabrication Pedagogy" ACSA 101st Annual Meeting: New Constellations/New Ecologies (Building Technology Educators Society Session) – *published in BTES Conference Proceedings*, San Francisco CA, 2013.

(Erin Carraher con't)   <u>Scholarship</u>: "Toward an Integrated Fabrication Pedagogy" ACSA 101st Annual Meeting: New Constellations/New Ecologies (Building Technology Educators Society Session) – published in *BTES Conference Proceedings*, San Francisco CA, 2013.

M.6   OLE FISCHER

Associate Professor
(joined the SoA in spring
2011)

Research areas: Contemporary questions of the theory, history and criticism of architecture, in particular the history and theory of L'Art Nouveau, Jugendstil, Secession, Liberty, and Modernisme around 1900; the "new German Swiss" architecture since the 1970s and 80s; the history of the evolution of (critical) architectural theory since the 1960s; and the history of the modern project in Western and Central Europe.

Research: *Dialectic 2: Architecture between Boom and Bust*. PI: Ole W Fischer. Graham Foundation for Advanced Studies in the Fine Arts, 07/03/2013 - 01/07/2014. Total project budget to date: $5,000.00.

Scholarship: Editor, *Dialectic 6: Craft. The Art of Architecture* (San Francisco: Oro Editions & School of Architecture, University of Utah, fall 2018).

Scholarship: "Der Archipel-Urbanismus – Oswald Mathias Ungers, Rem Koolhaas und Strategien für die schrumpfende Stadt", in: Elmar Kossel, Brigitte Soelch (eds.), *Platz-Architekturen* (Berlin: Deutscher Kunstverlag, 2018), p. 283–95.

Scholarship: "Grey Matters…" in: *Dialectic V: The Figure of the Vernacular* (fall 2017), p. 39–50.

Scholarship: "The Veil of Truth? – Henry van de Velde, Adolf Loos, Hermann Muthesius and the battle over ornament in modern architecture", in: Loretta Vandi (ed.), *Ornament and European Modernism: From Art Practice to Art History* (London: Routledge, 2017), p. 104–135.

Scholarship: "Gefangen in der Selbstreferentialität? – Bemerkungen zur digitalen Nachahmung analoger Zeichnungsprozesse", in: Eva von Engelberg-Dockal, Markus Krajewski, Frederike Lausch (eds.), *Ähnlichkeit: Prozesse und Formen. Mimetische Praktiken in der neueren Architektur* (Heidelberg: arthistoricum.net, 2017), p. 40–50.

Scholarship: Editor, *Dialectic 4: Architecture at Service* (San Francisco: Oro Editions & School of Architecture, University of Utah, fall 2016).

(Ole Fischer con't)

Scholarship: "Architecture in/out of the Boudoir? – The Autonomy of Architecture and the Architecture of Autonomy", in: Teresa Stoppani (ed.), *This Thing called Theory* (London: Routledge, 2016), p. 33–44.

Scholarship: "Discontinued by Mobilization – Henry van de Velde, the Theater in Cologne and Werkbund Reform", in: Marine Branland (ed.), *1914: Guerre et Avant-garde / 1914: War and the Avant-Gardes*, (Paris: Les Presses Universitaires de Paris Ouest, 2016), p. 39–49.

Scholarship: "Analoger Blob vs. Digitale Box? – Preston Scott Cohen, Valerio Olgiati und das Scheitern in der Architektur", in: Ekkehard Drach (ed.), *Das Verschwinden der Architekten. Architektonische Praxis innerhalb prekärer Entwurfsverhältnisse* (Bielefeld: transcript, 2016), p. 157–174.

Scholarship: "Architecture Anyone? – A non-profit and the Travelling Circus of Theory", in: Giovanna Borasi (ed.), *The Other Architect. Another Way of Building Architecture* (Montréal: Canadian Centre of Architecture, Spector Books, 2015), p. 408–410.

Scholarship: "»All Art is Erotic« – Adolf Loos, Henry van de Velde, Ornament and Crime", in: Oliver Böni, Japhet Johnstone (eds.), *The Crimes of Passion – Representing Sexual Pathology in the Early 20th Century* (Berlin, New York: de Gruyter, 2015), p. 196–212.

Scholarship: "»La trahison des images« – Architecture, Immersion and the Digital Realm", in: Burcu Dogramaci, Fabienne Liptay (eds.), *Immersion in the Visual Arts and Media* (Leiden: Brill, Rodopi, 2015) p. 300–318.

Scholarship: "Insular Utopias? – Henry van de Velde, Peter Zumthor, and the Gesamtkunstwerk," in: Carsten Ruhl, Chris Dähne, Rixt Hoeksta (eds.), *The Death and Life of the Total Work of Art. Henry van de Velde and the Legacy of a Modern Concept* (Berlin: Jovis, 2015) p. 146–163 (in English). Published 8/2015.

(Ole Fischer con't)

Scholarship: "Die unerträgliche Gegenwart der Vergangenheit – Der Deutsche Pavillon: Pièce de Résistance oder die Stolpersteine von Venedig", in: Jan May und Sabine Meine (eds.), *Der Deutsche Pavillon. Ein Jahrhundert nationaler Repräsentation auf der internationalen Kunstausstellung »La Biennale di Venezia« 1912–2012*, (Regensburg: Schnell + Steiner, 2015) p. 141–150 (in German) (in the series: *Studi – Schriftenreihe des Deutschen Studienzentrums in Venedig Centro Tedesco di Studi Veneziani. Neue Folge. Band XIII*, ed. by Michael Matheus). Published 7/2015.

Scholarship: "Die Schönheit der Vorstadt – Marc Angélil und Michael Hirschbichler lernen von der Peripherie", in: *Archplus 219*, V. 48 (2015), p. Z12–Z13 (in German). Published 7/2015.

Scholarship: "Architektur, Theorie, Kritik?" in: *Werk, Bauen und Wohnen*, V. 102, No. 4 (2015), p. 47–48 (in German). Published 4/2015.

Scholarship: "De Architectura Libri Quindecim [15 Books on Architecture]," Observation on the 14th International Architecture Exhibition, Biennale di Venezia 2014, in: Cynthia Davidson (ed.), *Log 32*, New York: Anyone Corporation (fall 2014), p. 78–79 (in English). Published 10/2014.

Scholarship: "Die Krise der Kritik – Vom beredsamen Schweigen über Architektur und Stadt," in: Ingo H. Warnke and Beatrix Busse (eds.), *Place-Making in urbanen Diskursen*, (Berlin, New York: de Gruyter, 2014) p. 315–27 (in German). Published 10/2014.

Scholarship: "Aufbruch in die Moderne zwischen Typisierung und Individualisierung – Die Werkbund-Debatte 1914–2014", in: *This is modern. Deutsche Werkbund Ausstellung Venedig 2014*, collateral exhibition at the Biennale di Venezia 2014 (Berlin: Jovis, 2014), p. 78–92 (in German). Published, 06/2014.

Scholarship: "Dawn of Modernity between Typification and Individualisation – The Werkbund Debate 1914–2014", in: *This is modern. German Werkbund Exhibition Venice 2014*, collateral exhibition at the Biennale di Venezia 2014 (Berlin: Jovis 2014), p. 78–92 (in English). Published, 06/2014.

(Ole Fischer con't)

Scholarship: "In the Shadow of the Past: The German Pavilion: Pièce de résistance or the stumbling stones of Venice? / Im Schatten der Vergangenheit: Der deutsche Pavillon: Pièce de Résistance oder die Stolpersteine von Venedig?", in: *Archplus 217: Get Real: Architectural Realities*, fall 2014, catalogue & special edition for the German Pavilion at the Biennale di Venezia 2014, p. 52–62 (bi-lingual edition German/English). Published, 06/2014.

Scholarship: Editor, *Dialectic 2: Architecture between Boom and Bust*, School of Architecture, University of Utah Press, spring 2014 (in English). Published, 05/2014.

Scholarship: "Passion, Function, and Beauty: Henry van de Velde and His Contribution to European Modernism (extended exhibition review and homage)", in: *West 86th – A Journal of Decorative Arts, Design History, and Material Culture*, V. 21, No. 1 (spring 2014), p. 142–148, (in English). Published, 05/2014.

Scholarship: "Alleskünstler? – 150 Jahre Henry van de Velde [All-Artist? – 150 Years of Henry van de Velde]", in: *Werk, Bauen und Wohnen*, No. 11 (Nov. 2013), Magazine of the Swiss Architects Federation BSA, p. 54–55 (in German). Published, 11/2013.

Scholarship: "Reflexionen in Spiegelglas… – Ludwig Mies van der Rohe, Philip Johnson und die Glashäuser. Eine kulturgeschichtliche Betrachtung [Reflections in mirror glass… Ludwig Mies van der Rohe, Philip Johnson and the glass houses. A study in cultural history]", in: Kerstin Plüm (ed.): *Mies van der Rohe im Diskurs. Innovationen – Haltungen – Werke. Aktuelle Positionen* (Bielefeld: transcript, 2013), p. 139–158 (in German). Published, 06/2013.

Scholarship: "Museen für Nietzsches Neuen Menschen? Henry van de Veldes Planung zum »Universalmuseum« Erfurt zwischen Krise und Wille zum Stil [Museum for Nietzsche's New Man? – Henry van de Velde's project for a Universal Museum Erfurt between crisis and will to style]", in: Miriam Krautwurst (ed.): *Henry van de Velde. Ein Universalmuseum für Erfurt* (Berlin: Kerber, 2013), p. 57–79, (catalogue in German). Published, 05/2013.

(Ole Fischer con't)

Scholarship: "Bauen für den Übermenschen? – Peter Behrens, Henry van de Velde und die Suche nach einem Nietzsche-Stil [Building for the Superhuman? – Peter Behrens, Henry van de Velde and the Search for a Nietzsche-Style]", in: Thomas Föhl, Claus Pese (eds.): *Peter Behrens – Vom Jugendstil zum Industriedesign* (Weimar: Weimarer Verlagsgesellschaft, 2013), p. 92–105, (catalogue in German). Published, 04/2013.

Scholarship: "Weimarer Transkriptionen: Henry van de Velde interpretiert Friedrich Nietzsche [Weimar transcripts: Henry van de Velde interprets Friedrich Nietzsche]", in Hellmut Th. Seemann, Thorsten Valk (eds.): *Jahrbuch der Klassik Stiftung Weimar 2013: Prophet des Neuen Stils. Der Architekt und Designer Henry van de Velde*, yearbook of the Classics Foundation Weimar (Göttingen: Wallstein Verlag, 2013), p. 53–64 (in German). Published, 03/2013.

Scholarship: "Silenzio! Fade Out into Blue: Notes on the Visual Presence of Absence in the Closure Frame of Le mépris", in: *Framework – The Journal of Cinema and Media*, V. 54:1 (Spring 2013), p. 111–113 (in English). Published, 03/2013.

M.7   CASEY FRANKLIN

Visiting Assistant Professor
(joined the SoA in fall 2018)

Research areas: Human behavior and design, sustainability, and architectural research methods

Scholarship: Franklin, C. and Alebiosu, A. (in press) Reshuffling the Deck on Environmental Sustainability. *Springer Handbook of Sustainability and Social Science Research*. 2017.

Scholarship: Franklin, C. and Chang, J., Energy Consumption Monitors: Building Occupant Understanding and Behavior, *Proceedings of the 2013 ARCC Spring Research Conference*, Charlotte, March 27-30 2013 (ISBN 978-0-615-78533-2) pp. 474-782

M.8 JOSÉ GALARZA

Assistant Professor
Director of DesignBuild
BLUFF
(joined the SoA in fall 2013)

Research areas: First Nations and American Indian communities, design-build practices.

Scholarship: "RestoringPresence:ValuingtheBuildingCraftofNon-WesternKnowledgeSystems," *Dialectic VI: Journal of School of Architecture, University of Utah* (2018)

Scholarship: "TheFutureofCommunityEngagement,"in*TheDesign BuildStudio|Crafting MeaningfulWorkinArchitectureEducation*,ed.Tolya Stonorov(NewYork:Routledge, 2017)

Scholarship: "SweetCarolineHouse," *SAHArchipediaUtah*,eds.Gabrielle EsperdyandKaren Kingsley (Charlottesville:UVaP,2012-2016) (2016)

Scholarship: "RosieJoeHouse," *SAHArchipediaUtah*,eds.Gabrielle EsperdyandKaren Kingsley (Charlottesville: UVaP,2012-2016) (2016)

M.9   LISA HENRY BENHAM

Associate Professor
Associate Chair
(joined the SoA in fall 2001)

Research area: The history of property in America and its representation in American literature.

Scholarship: "Race and Property as Intersecting Systems of Representation" PhD dissertation. Ongoing.

Scholarship: "Storytelling as Agency: The Urban Gallery Studio in New Orleans" in *Dialectic* Vol 2 2013 - 2014. Published, 04/2014.

M.10   MIRA LOCHER

Associate Professor
Chair
(joined the SoA in fall 2004)

Research areas: Japanese architecture, gardens, and design, and community engagement through design

Research: "Lessons from Team Zoo: Every Building Tells a Story" – the working methods, ideas, and built works of the Japanese design group Team Zoo.

Research: The writings and built works of Zen priest garden designer Shunmyo Masuno.

Scholarship: "Cultivating Consciousness: Shunmyo Masuno's Zen Gardens Outside Japan," *The Journal of the North American Japanese Gardens Association*: Portland, OR (forthcoming fall 2018)

Scholarship: "Architecture in Pre-Modern Japan," *Encyclopedia of Asian Design*. Bloomsbury Publishing, PLLC: London, 2018.

Scholarship: "Buying Brand Name Buildings for Rural Revitalization in Japan: The Case of Kengo Kuma's Hiroshige Ando Museum," in *Perspecta 47: Money.* James Andrachuk, Christos C. Bolos, Avi Forman, and Marcus A. Hooks, Eds. MIT Press: Cambridge, MA. Published, 08/2014.

Scholarship: "Silicon Slope: Adobe Systems Utah Campus," in *Architectural Record*, pp. 101-105. Published, 08/2013.

Scholarship: "Obituary: Yukio Futagawa (1932-2013)," in *Architectural* online. Published, 03/20/2013.

Creative Work: As a founding partner and owner of Kajika Architecture (Salt Lake City and Japan), http://www.kajikaarchitecture.com/.

Creative Work: Toyokawa Nursery School, with Team Zoo Atelier Mobile, Tokyo, Japan, 2018.

Creative Work: Taylor residence, Salt Lake City, Utah, 2018.

Creative Work: Amy's Martial Arts, Draper, Utah, 2018.

(Mira Locher con't)   <u>Creative Work:</u> Hopkins residence, Moab, Utah, 2018.

<u>Creative Work:</u> Yoshino residence and food shop, Kumamoto, Japan, 2013-14.

<u>Creative Work:</u> Sakai residence, Kumamoto, Japan, 2012-13.

M.11   JON MILLS

Visiting Assistant Professor
(joined the SoA in fall 2015)

Research areas: social impact design, drawing and visualization as a means of cross-cultural and cross-disciplinary dialogue

Scholarship: Mills, J. "Educating Impact" *INNOVATION Magazine* (Industrial Design Society of America, First Quarter 2018)

Scholarship: Mills, J. "Digging Up Ideas: Visually Exposing New Directions" *Proceedings of the National Conference on the Beginning Design Student* (NCBDS) 2011

M.12   ANNE MOONEY

Professor
(joined the SoA in fall 2014)

Research area: Research-based conceptual approaches to architecture and architectural design in the western U.S.

Creative Work: As a founding partner and owner of Sparano Mooney Architecture (Los Angeles and Salt Lake City), http://www.sparanomooney.com/.

Creative Work: Salt Lake Cultural Core Master Plan, Salt Lake City and Salt Lake County, UT, 2016

Creative Work: Salt Lake City Redevelopment Agency Residential Infill Project, Salt Lake City, UT, 2016

Creative Work: Pulsar Residence, Salt Lake City, UT, 2016

Creative Work: Nora Eccles Harrison Museum of Art, Logan, UT, 2016

Creative Work: Net Zero Gymnasium, City of Los Angeles, CA, 2016

Creative Work: Renovation and Addition to the Caine College of the Arts at Utah State University, Logan, Utah. $18M, 05/2015-present.

Creative Work: Big Cartel Headquarters, Salt Lake City, UT, 2016

Creative Work: Park City Recreation Facilities Master Plan, Park City, UT, 2016

Creative Work: Villa O, West Africa, 2016

Creative Work: Glashausen Project. Residential project and master plan for 127-acre site. Salt Lake City, Utah. $6M 2013-present.

Creative Work: Programming and Needs Assessment for Caine College of the Arts at Utah State University, Logan, Utah. $50M, 04/2015.

(Anne Mooney con't) Creative Work: Topaz Museum and Education Center. $2M Delta, Utah. 2013-2014.

Creative Work: Glenwild residence, LEED Gold, Park City, Utah, 2012-2015.

Creative Work: Modern uptown Park City urban residence, 2013-present.

Creative Work: Renovation and restoration of Fort Moore Monument, Los Angeles, CA, 2015.

Creative Work: Aquatic Center, $4M Gillette, Wyoming, 2015.

Creative Work: As-needed architectural consultant for City of Los Angeles, Department of Engineering, contracted from 2013- 2016.

Creative Work: As needed architectural consultant for the City of Long Beach LEED facilities, 2013-2014.

Creative Work: Consultant to the nation of Equatorial Guinea on development of new city for 50,000 and the country's first Performing Arts Center, 2013- present.

Scholarship: Moderator, Salt Lake Modern panel discussion, "MidCentury Modern Religious Architecture" October 2015.

Scholarship: Curator of Regional Architecture Exhibition, The Leonardo, Salt Lake City, 2014.

M.13 JÖRG RÜGEMER

Associate Professor
(joined the SoA in fall 2006)

Research areas: Highly energy-efficient and cost-effective design strategies, buildings and systems, post-occupancy building monitoring, and net-zero design strategies.

Research: *Design Build Salt Lake City*, 2016 - ongoing. Principal Investigator. Salt Lake City Housing Corporation, Housing and Neighborhood development funded, $18,260 (period 08-12/2016).

Research: Field of Dreams Eco-Community. Design and construction of 20 affordable and energy-efficient housing units for Habitat for Humanities, Salt Lake City. Total project budget to date: $15,000.

Research: Passive to Active Building Design, Research Fellowship, German Academic Exchange Service DAAD, Bonn, and the German Federal Ministry of Education and Research BMBF, Bonn/Berlin. Total project budget to date: €53,000 ($60,000).

Research: The Passive House Compact Core - PHCC. URC Faculty Research and Creative Grant, 05/01/2014 - 04/30/2016. Total project budget to date: $6,000.00.

Research: University of Utah Demonstration Lab House. Rio Tinto Kennecott Utah Copper, 01/2013 - 12/2013. Total project budget to date: $10,000.00.

Research: Girls Scout Trefoil Ranch Cabins. Project Designer. PI: E. Carraher. Girls Scouts of Utah, 10/2012 - 06/2014. Total project budget to date: $150,000.00.

Research: Neubebauung Rentzelstraße Hamburg, invited international architectural design competition. 02/01/2014 - 05/31/2014.

Research: Sixtynine-Seventy, Salt Lake City, Utah. Project lead and PI; co-PIs: Greub, Bringard, Brinteson. International Urban Design Competition for the urban renewal of two Salt Lake City downtown blocks. 01/2013 - 05/2014.

(Jörg Rügemer con't)

Scholarship: "The Girls Scouts of Utah Interlocking Cross-Laminated Timber Summer Cabins," with E. Carraher, in: *Proceedings of the 31ˢᵗ PLEA Passive Low Energy in Architecture International Conference*, Bologna, Italy. Published, 09/2015.

Scholarship: "Project:ARCHITECTURE," with E. Carraher, in: *The International Journal on Sustainability*, Volume 12, Issue 1. Common Ground Publishing, Champaign, Illinois, USA 2016.

Scholarship: "Developing Super Efficient Passive Residential Buildings – First Experiences from Building Utah's Most Energy-Efficient and Cost Effective House," Rügemer, J., in: The International Journal of Design Principles and Practices, Common Ground Publishing, Champaign, Illinois, USA, 2013. ISSN 2325-1662.

Scholarship: "The Girl Scouts of Utah's Interlocking Cross Laminated Summer Cabins," with E. Carraher, in: *Proceedings of the 4ᵗʰ AIARG All Ireland Architecture Research Group Conference*, Dublin. 2015.

Scholarship: "Simplicity and Integration: Passive Solar Design and Passive House in Integrated Practice and Education," with A. Fernandez-Gonzales, R. Kruse, and U. Passe, in: *Proceedings of the 2012 WREF World Renewable Energy Forum*, Denver, Colorado. 12/2014.

Scholarship: "The Potential for Passive House Development at Market Rate – a Field Report on the 125 Haus in Utah," in: *Proceedings of the 18ᵗʰ International Passive House Conference*, pp 459-464. Aachen, Germany 2014. ISBN 978-3-00-045216-1. Published, 04/2014.

Scholarship: "Project: Architecture," with E. Carraher, in: *Architectural Education Awards*, Association of Collegiate Schools of Architecture 2013-2014. ISBN 978-0-935502-88-6. Published, 04/2014.

Scholarship: "Girl Scouts of Utah Cabins, Trefoil Ranch Utah." 'Project Highlight' in *AIA Utah Fall 2013 Newsletter*. Published, 10/2013.

(Jörg Rügemer con't)

Scholarship: "Developing Super-Efficient Passive Residential Buildings – First Experiences from Building Utah's Most Energy-Efficient and Cost Effective House," in: *The International Journal of Design Principles and Practices*, Common Ground Publishing, Champaign, Illinois, USA, 2013. ISSN 2325-1662. Published, 09/2013.

Scholarship: "Sixtynine-Seventy*,"* in: *Downtown Salt Lake City, 2012-2013 Annual Report*. Published, 08/2013.

Scholarship: "Integrated Project Delivery: Contracting for High Performance," book chapter for "Design and Construction of High-Performance Homes: Building Envelopes, Renewable Energies and Integrated Practice," Franca Trubiano (ed.), Routledge, New York 2012. ISBN 978-0-415-61528-0.

Creative Work: As the principal of Atelier Jörg Rügemer (Salt Lake City), http://www.ruegemer.com.

M.14   BRENDA SCHEER

Professor
(joined the SoA in 2002)

Research areas: Urban form and design and planning policy with the goal to provide theory and guidance to designers and policy makers who combat sprawl and protect significant places.

Research: Summit County Workforce Housing and TOD Site Study. Summit County Government. $65,000. PI. 2016-17, with Reid Ewing and Kathryn Terzano

Research: "TOD and TAD affordability comparison." National Institute of Transportation in Communities, $42,000. PI. 2015-17, with Reid Ewing and Keuhn Park

Research: "Strategic Design and Policy for Improving the Livability and Multi-modal Use of U.S. Urban Arterials and Commercial Highways", National Institute of Transportation in Communities, $39,000. Co-PI. 2012-14. with Michael Larice, PI.

Scholarship: "Toward a Minimalist Definition of the Plot", *Urban Morphology*, Vol 22, No.2, 2019. In press.

Scholarship: Park, K. Ewing, R. and Scheer, B. "The impacts of built environment characteristics of rail station areas on household travel behavior". *Cities: The International Journal of Policy and Planning*, accepted for publication, 2018

Scholarship: "The Epistemology of Urban Morphology." *Urban Morphology*. Vol. 20. No1. 2016, p. 5-17.

Scholarship: "The Master Plan is Dead, Long Live Urban Morphology". *Urban Morphology* Vol. 17, 48-50. 2013.

Scholarship: "Urban Morphology as a Planning and Design Method", in Tom Sanchez, ed. Plan- ning Knowledge and Research. Routledge, forthcoming 2017

Scholarship: "A Classification and Analysis of Urban and Suburban Arterial Development: Toward an Understanding of the Strip," with Michael Larice. *Journal of the American Planning Association.* Pending 2015.

(Brenda Scheer con't) Scholarship: "Strip Development and How to Read It," in Emily Talen sh*Form*. Routledge, 2015.

Scholarship: "Performance and Urban Design: Form-based codes as evaluation", in Preiser, W.F.E., Davis, Aaron T., Salama, Ashraf and Hardy, Andrea, eds. *Architecture: Beyond Criticism*. London and New York: Routledge. pp. 217-223. Published, 02/2015.

Scholarship: "History in the Plan: why preserving the historic city pattern is key to building preservation and urban character." under review, *Journal of the American Planning Association.* Forthcoming 2015.

Creative Work: President and Principal, Scheer & Scheer, Inc. 1994-present. Co-director of an architecture, urban design and real estate development practice.

M.15 STEPHEN TOBLER

Associate Professor(Clinical)   Research area: Western regionalist architectural issues.

Creative Work: As the founder and owner of Stephen Tobler Architect, http://www.stephentobler.com/.

M.16   PATRICK TRIPENY

Professor
Director, Center for Teaching
& Learning Excellence
(joined the SoA in 1996)

Research area: Architectural structures and design.

Research: "Teaching Flipped," with C. Furse, D. Ziegenfuss, and S. Bamberg. NSF, 2013-2016.

Research: "Greenplex – A Sustainable Urban Form for the 21st Century," with R. Balling, P3 Awards: A National Student Design Competition for Sustainability Focusing on People, Prosperity and the Planet, US Department of the Environmental Protection Agency, 2013-2014.

Scholarship: "Building Technology within a New Architecture Curriculum" (with E. Carraher, R. Smith, P. Tripeny,) in Proceedings of the Building Technology Educators' Society 2017 National Meeting. Edited by S. Doyle, T. Leslie, and R. Whitehead. Des Moines, IA, June 2017

Scholarship: *Simplified Engineering for Architects and Builders* (12th edition) with James Ambrose, Wiley, 2016.

M.17 ELPITHA TSOUTSOUNAKIS

Assistant Professor (Clinical)
(joined the SoA in 2010)

Research area: Western regionalist architectural issues.

Scholarship: Tsoutsounakis, E. & Agutter, J. (2014) "Design Process: Sustainable Perspective from Non-linear, Complex Systems," *19th DMI: Academic Design Management Conference.* Abstract accepted; paper pending.

Scholarship: Hickerson, J., Tsoutsounakis, E. & Agutter, J. (2014) "A Design Framework for Non-designers," *19th DMI: Academic Design Management Conference.* Abstract accepted; paper pending

Scholarship: Agutter, J. & Tsoutsounakis, E. D. (2014) "Design Process / Design Thinking: Alternative Methods in the Classroom," *Proceedings of the National Conference for the Beginning Design Student NCBDS 30.*

Scholarship: Carraher, E. & Tsoutsounakis, E. D. (2013) "Making Manifest: The Importance of the Actual in the Digital Design Process," *Proceedings of the National Conference on the Beginning Design Student NCBDS 29*.

Creative Work: Owner, Designer and Printer, Print In Cursive, Letterpress Correspondence / www.printincursive.com, 2008-present

Creative Work: January 2014 The Mandate Press Prints & Pints: *Nothing Goes According to Plan* - invited designer

Creative Work: Fall 2012 Counterform Exhibition, University of Utah Book Arts - selected broadside in group exhibit

M.18 ROBERT YOUNG

Professor
(joined the SoA in 1993)

Research areas: Social, environmental, and economic resiliency of the built environment, stewardship of the built environment (sustainability and resiliency, historic preservation, rehabilitation, adaptive use, and community revitalization processes); research methods; architectural photography

Scholarship: Economic Resilience of Property Values in Historic Districts, PhD Dissertation, completed 2018.

Scholarship: Book Review in *Utah Historical Quarterly*: "A Modest Homestead" Vol. 85 (4) Fall 2017: 365-366.

Scholarship: "Types of Research", in R. Ewing *Research Methods for Planners*. Forthcoming 2018.

Scholarship: "Hierarchical Linear Modeling" with Zachariah Levine and John Kircher, in *Research Methods for Planners,* edited Reid Ewing. Forthcoming 2018.

Scholarship: "Building Technology within a New Architecture Curriculum" (with E. Carraher, R. Smith, P. Tripeny,) in Proceedings of the Building Technology Educators' Society 2017 National Meeting. Edited by S. Doyle, T. Leslie, and R. Whitehead. Des Moines, IA, June 2017

Scholarship: "Stewardship of the Built Environment: A Case Study in Material Flows." *The Alliance Review* July-August 2014: 10-18.

Scholarship: "Environmental Implications of Historic Preservation for the State of Utah," in *The Economic Benefit of Historic Preservation in Utah* by Donovan Rypkema, Place Economics, Washington, DC. 2013.

M.19   SHUNDANA YUSAF

Assistant Professor
(joined the SoA in fall 2012)

Research areas: The built environment since the print revolution, media studies in architecture across space and time, sound studies, and historic preservation in the age of advanced globalization.

Research: Muslim Space in a Hyperconnected World (1800-2015): a study of architecture, religion, and mass media in six influential and interconnected centers of Sufism in Iran, Pakistan, and India, built between 12th and 17th century.

Research: Decolonizing architecture pedagogy.

Research: *Archipedia: Utah's 100 Most Important Architectural Sites*, Charlottesville: University of Virginia Press and SAH: 2016 & 2018.

Scholarship: "Editorial: Decolonializing Architectural Pedagogy," *Dialectic VII: A Journal of the School of Architecture*, forthcoming fall 2019.

Scholarship: "The Porous Shells of Radiophony or Towards an Auditory Reading of Radio Stations," *Journal of Architecture*; forthcoming

Scholarship: "Where has Stan Walked Us," *Stanford Anderson and the HTC: Symposium Proceedings* (Cambridge: MIT HTC and AKPIA, Forthcoming).

Scholarship: "Editorial: The Figure of Vernacular in Architectural Imagination," *Dialectic V: A Journal of the School of Architecture*, Spring 2017.

Scholarship: "Sir John Summerson and the Art of Modern Storytelling: Radio, Architecture and Democratic Culture" in *Modernities Across Space and Time* (Charlottesville: University of Virginia Press: December 2016).

Scholarship: "Dream of Building or the Reality of Dreaming-- Checking the Pulse: Design Build Practices," first editor. *Dialectic III: A Journal of the School of Architecture,* Spring 2015.

(Shundana Yusaf con't)

<u>Scholarship</u>: "Editorial," *Dialectic III: A Journal of the School of Architecture,* Spring 2015.

<u>Scholarship</u>: "Rosie Joe," *Dialectic III: A Journal of the School of Architecture,* Spring 2015.

<u>Scholarship</u>: "Bluff: A Correctional Facility for Design Build Pedagogy and Practice," in *Creating Making.* University of Oklahoma Press, April 2015.

<u>Scholarship</u>: *Broadcasting Buildings: Architecture on the Wireless, 1927-1945.* Cambridge: MIT Press, 2014.

<u>Scholarship</u>: "Oral Travelogues and New Preservation: The Curious Case of Sir John Betjeman" in *Connections, European Studies Annual Review*, 2013.

<u>Scholarship</u>: "Yet another Treatise on Architectural Fictions," with Harrison Bush. *Dialectic II,* Oct. 2013.