Architectural Program Report

Prepared for the
National Architectural Accrediting Board
September 2006

College of Architecture + Planning
The University of Utah
www.arch.utah.edu

Master of Architecture, 4+2 program
Master of Architecture, 3+ program
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1. INTRODUCTION

1.1. The Institution

Positioned on the “East Bench” of the Wasatch Mountain range, overlooking the Salt Lake Valley, the University of Utah is the flagship institution of the nine-school state of Utah system of higher education. Founded in 1850, it is the oldest state institution west of the Missouri River. Utah is one of 95 universities nationwide, and the only one in Utah, to be classified as a “Research University (Very High Activities)” as defined by the Carnegie Foundation, enjoying a national and international prominence in a number of disciplines. It ranks 93rd in the top 500 universities worldwide. The University has 29,000 students from all fifty states and 102 foreign countries, of which 22,600 students are undergraduate and 6,400 are graduate students. Regular and auxiliary faculty number over 2,500. The University consists of 14 academic colleges and professional schools, offering 81 undergraduate majors, and graduate study in 99 fields. The university awards doctoral or first professional degrees in 59 areas of study. Governed by a Board of Trustees under the State Board of Regents, the University is under the leadership of President Michael K. Young, two Senior Vice Presidents, five Vice-Presidents, and the Council of Academic Deans.

The university campus consists of 1,500 acres with about 300 buildings, in a rolling landscaped setting overlooking the Salt Lake valley. The main campus houses the academic programs as well as the Utah Museum of Natural History, the Utah Museum of Fine Arts, and the Red Butte Garden and Arboretum. The upper campus consists of the University Health Sciences Center, the primary teaching hospital in the region. Located adjacent to campus is the University Research Park which has facilities for over 37 companies and portions of 35 university departments. The University completed possession of a major portion of Fort Douglas (c. 1962) from the U.S. Army in the early 1997. In time for the 2002 Olympics, 2500 units of student housing were built in and among the historic buildings there and subsequently used for the athletes’ village. Also built for the Olympics, Salt Lake City’s modern light rail system, TRAX, serves the University with four stops on campus, and convenient access to downtown and other parts of the valley.

Just ten minutes from downtown Salt Lake City, the University benefits from all the cultural amenities associated with a metropolitan area of over one million people. As the state capitol, and home of the majority of the architectural firms in the state, Salt Lake City provides an excellent milieu for an architecture program. World headquarters of the Church of Jesus Christ of Latter-Day Saints and home to a number of high-tech corporations, Salt Lake’s proximity to the Wasatch and Uintah mountain ranges and to the desert environment and national parks of southern Utah, provides a rich and varied locale for architectural and environmental investigation.

1.2. Institutional Mission

University of Utah Mission Statement

The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal
opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility. (Revised 2006)

1.3. Program History

The Department of Architecture was organized in 1949 within the College of Fine Arts, and authorized to grant the Bachelor of Architecture and Master of Architecture degrees. The program received initial NAAB accreditation in 1954, and has been accredited continuously since. Roger Bailey, FAIA, developed the program and served as head of the department from 1949-63. Bailey brought a variety of young faculty members to Utah, including Charles Moore, Gordon Heck, and James Acland. In a picturesque essay, "A New School" in the November 1979 issue of the Journal of Architectural Education, Bailey describes the formation and early years of the program, then located in the housing barracks remaining from the Second World War.

In 1963, Robert L. Bliss, FAIA, was appointed head, and then served as dean from 1974-86. In 1967, in the forefront of many schools of architecture nationally, the school chose to offer the (three year +) Master of Architecture as the primary professional degree. The Bachelor of Architecture degree was discontinued in 1972 and no undergraduate major in architecture was offered. In 1974 the Department of Architecture became a separate academic unit, the Graduate School of Architecture (GSA), operating as a college within the university system.

In 1970 the GSA moved into its new building, a fine example of "brutalist" architecture by the local firm of Edwards and Daniels Architects. This facility continues to successfully house the program. In 1969, through the joint sponsorship of the school and the Utah Society of the American Institute of Architects, ASSIST, Inc., an independent, non-profit community design center was founded. In the early 1970s the school installed its first data processing unit, under the directorship of emeritus professor Edward “Ted” Smith, FAIA, making it among the first schools in the country to begin experimenting with computer applications in architecture.

In 1986, Carl Inoway, AIA, was appointed dean, and served until 1992. During this period, the school re-examined its degree offerings, due in part to the length of time it took to complete the program, lack of flexibility for differing student interests, and decreasing enrollments. The decision was made to seek approval to offer an undergraduate pre-professional degree, creating a 4+2 professional degree program to be offered in addition to the existing 3+ professional degree program.

William C. Miller, FAIA, was named dean in 1992. The School experienced a significant increase in student numbers from 1990 to 2000, at which time the enrollment was stabilized in both its undergraduate and graduate programs, with pre-professional and graduate majors limited to about 180 students total. Dean Miller also stabilized the funding of the school, in part by successfully instituting differential tuition and program fees, and in part through increases in the firm-sponsored scholarship program. The successful Design/Build program (now design/build/BLUFF) began in 1999. Dean Miller offered the architecture school a national presence through his activities with ACSA, AIA, NAAB and NCARB.

Current dean, Brenda Case Scheer, AIA, AICP, was appointed in 2002 following a national search. Her tenure has been marked by significant change in the college. Most obvious is the addition of the urban planning program and the subsequent change in name from the Graduate School of Architecture to the College of Architecture + Planning. Coupled with the retirement of several key
design faculty members, and the addition of nine new faculty (five in design), this change has had significant impact on the offerings and emphasis in the architecture program and its visibility in the region. Urban planning was formerly a small program in geography with a single full-time faculty member and about 25 undergraduate majors. When the program moved to the College, new planning faculty were hired and the number of majors (unexpectedly) exploded. Currently there are about 100 undergraduate planning majors (B.S. in urban planning) and 35 graduate students in the new Master of Urban Planning (MUP) degree program, approved by the Board of Regents in 2005. The MUP program will seek professional accreditation from the Planning Accreditation Board (PAB) after it achieves eligibility for candidacy in 2007. Six full-time faculty (including the dean) teach in the urban planning program, however, the College is not departmentalized and there is significant cross-listing and co-teaching of classes between planning and architecture, especially at the pre-major and graduate level. At this time, the College faculty are pursuing a planned reorganization that will eventually create two separate departments.

The College has three research centers, the interdisciplinary Center for Representation of Multi-dimensional Information (CROMDI) begun in 1999, the Center for Integrated Design and Construction (established in 2005), and a new center, the Urban Systems Research Center, undergoing approval in fall 2006. In addition, the Utah State Board of Regents has given preliminary approval for the establishment of a Doctor of Architecture professional degree, which is intended to seek NAAB approval as a new degree.

### 1.4 Program Mission Statement

The College of Architecture + 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 college offers degree granting, academically and professionally oriented programs in several related fields, including a professionally accredited program in architecture and a program moving toward professional accreditation in urban planning.

### 1.5 Program Self-Assessment

The College of Architecture + Planning has taken advantage of strong leadership, cohesive faculty and intimate size student population to make substantial changes and refocus programs over the past four years. In particular, the College should be recognized for its effective adaptation and response to rapidly changing conditions in the professions of architecture and planning, particularly in the areas of technology, environment and sustainability, and collaborative practice. Within the university, the College is a leader in interdisciplinary activities, participating in or leading research with at least seven other colleges. Within the region and state, the College has wide influence and increasing service in issues of sustainability, preservation, smart growth, transportation, urban design, and planning policy.

The College is striving to be a leader in three key areas we call themes. The first theme is social responsibility in architecture and planning, which includes building sustainable buildings and communities, promoting design that is responsive to the social and physical context, and leading in ethical practices. The second theme is new ways of working in the twentieth century: new technology
for documents and construction, new collaborative and international practices, and new forms of working relationships. The final theme is excellence in design education – emphasizing teaching, especially creating student understanding of materials, construction, technology and a clean, yet complex aesthetic.

**Values**

The College of Architecture + Planning is a close-knit community of students, faculty and staff. We share a very strongly held value system and vision for the college that evolves from our work and colors all our decision-making:

- Learning, exploration and risk-taking can only occur in an atmosphere of mutual respect, diversity, and collegiality. We believe that the College must continue to provide this atmosphere by heightened awareness of its existence and nurturing of its key components.
- Creative exploration and critical inquiry of the built environment is a difficult and demanding task that rewards preparation, hard work and special skills and talents. The culture and touchstone of architectural and planning education is the extraordinary effort and passion that is demanded of students and faculty alike. Long hours, painstaking craftsmanship, and academic rigor are expected from the entire scholarly community.
- Architects and planners have an ethical responsibility to society and to the environment, especially to our own community. We believe that every faculty member is charged with teaching and modeling the values associated with ethical practice: cooperation, sensitivity to place and people, collaboration, environmental sustainability, and high aesthetic and moral standards.
- An interdisciplinary and engaged education is our tradition and a model for all society's future problem solving. Architects and planners have traditionally embraced technology, humanities, social science, and the arts in order to solve multi-layered problems. Through our studio and workshops, we engage the student and the world in a unique pedagogy; a pedagogy that we believe can be shared with the university as a whole.
- New technology is an energizing force, especially when combined with traditional methods. High-speed information processing and computer graphics have revolutionized our professions, raising new theoretical, practical, and philosophical issues as well as technical ones. We believe in embracing these changes while examining their impact.

**Strengths**

The College of Architecture + Planning (CA+P) is in a state of transition brought about by the naming of new dean in 2002-03, the assimilation of the urban planning program and by the replacement hiring for several key faculty members. The College is currently comprised as a single department college consisting of two academic programs architecture and urban planning, each with its own degrees, and several active research and community service initiatives. In 2006-07, the College will initiate an additional new academic program in digital design, which is planned to have up to ten faculty members hired over the span of five years.

Size. The professional architecture degree program at the University of Utah is one of the smallest state-supported programs in the country, with only 178 students in the upper division and graduate programs. For comparison, our peer institution the University of Cincinnati has 612 students of architecture and the University of Illinois Chicago has 539. In the region, ASU has 540, Idaho has 335, and Cal Poly SLO has 784.
Several advantages accrue because of small size: a cohesive faculty that is able to articulate clear common values and contribute effectively to carrying them out; rapid response to self-assessment and changing conditions in the university and the professions; and a remarkable degree of collaboration among faculty and, between faculty, students and community.

**Student Satisfaction.** Perhaps because of our size, the experience of faculty, students and staff is one of an intimate and supportive family. Decision-making is collaborative, with two active student organizations and a College council of staff, faculty and students that meets every three weeks. According to the program review conducted by the University's Graduate Council in 2004, "student satisfaction is high. The college has a friendly, family-like atmosphere. Faculty-student interaction and student mentoring are strong. The faculty are enthusiastic teachers. Students play a role in many aspects of faculty governance." (Graduate Council Review, 2004).

**Teaching excellence:** Faculty members at CA+P hold as many teaching and research awards as schools or colleges many times our size, both within the university and in ACSA. In 2005-06, for example, College faculty won the University Professorship (both awardees were from the college), the Service Learning Professorship, the Early Career teaching award (one of four awarded university-wide), the Hatch Prize for Career Achievement in teaching (one awarded university-wide), and the Park Fellowship (one of two awarded). Utah has been awarded three ACSA Distinguished Professorships, placing it in the top rank of all programs.

**Community engagement.** The school has worked extensively with the local community. We have excellent relationships with the professional community, evidenced by 15 scholarships offered by local architecture and planning firms. We frequently use local architects as studio reviewers. Since the incorporation of the urban planning program, community engagement has intensified, with the dean, faculty and students becoming much more involved in regional design and planning questions. Of particular note is the dean's leadership role in community initiatives with Envision Utah, the Downtown Alliance, Artspace Affordable Housing, the Chamber of Commerce, Wasatch Front regional council, Salt Lake County Center for the Arts and so on. Recognition of the college (and the University) as a resource for the community has greatly increased.

For example, since 2004, College has been a major contributor to the University's Westside Initiative. In the urban core of Salt Lake City, groups of planning and architecture students are assisting residents in finding solutions for community problems in an innovative off-site studio environment called the Westside Studio. This project has received support through a Community Partnership grant from HUD (COPC) and the faculty member who created it, Dr. Maged Senbel, has been recognized with two university faculty awards as a result of his activities.

The College has also received particular recognition for its Design/BuildBLUFF program, which is actively building housing on the Navajo Reservation in Southern Utah. While addressing the needs of Navajo families, this program demonstrates sustainable building practices and investigates alternative building materials. Eight graduate students each year spend a semester designing and building an energy self-sufficient, desert house for an indigent family. The house built in 2004 won an AIA Utah Honor award and an AIA merit award from the Western Mountain Region. Supported in part by a HUD grant, the program has been featured in three magazines and in local newspapers and TV coverage. In 2005 the studio received an honorable mention for the NCARB Prize in creative integration of practice and the academy, and in 2006 it received an ACSA honorable mention for student work.
In addition to service learning classes, students and intern architects (recent graduates) work with the local school districts to create and manage elementary school programs in architecture, an endeavor recognized in 2005 with a national AIA IDP award.

_Incorporation of technology._ The College has made an extensive commitment to digital currency and is a national leader in digital design technology. Two of our faculty (Agutter and Bermudez) received the AIA Research Award and the ACSA creative achievement award for their research in this area. The College houses the Center for the Representation of Multi-Dimensional Information, an interdisciplinary center that is led by two architecture research faculty, Stefano Foresti and Jim Agutter, but incorporates researchers from computer science, psychology, business, fine arts, and health sciences. In the past five years, CROMDI has generated over $5 million in research funding from NSF, NIH, DARPA, and the NSA. In addition it has licensed new technology to General Electric. The Center for the Integration of Design and Construction (CIDC), formed in 2005, investigates all aspects of building information modeling (BIM) including analysis of best practices as well the impact on practice, the culture of architecture, and the building industry. The CIDC is a leader in a five-university research consortium to study BIM.

Student differential tuition and fees underwrite the operation of student services such as the computer network and labs, the photo lab, image library, and the shop. Because of this, we have been able to maintain excellent technical infrastructure to support our classes and research. (See the section on Facilities for a description).

Visualization and technology is also a strong teaching area. The recent Graduate Council Review of the College noted, “The faculty have strong technical skills, especially in visualization and computer graphics. This knowledge is transferred to the students… Visualization instruction is especially innovative.” (p. 4). For example one of our graduate students recently had a video animation accepted for exhibition at a prestigious media festival in Florence. Classes offered include animation studios, advanced computing, and introductions to all digital media, including BIM, CAD/CAM, and rendering. Students routinely incorporated digital technology in studio work.

_Interdisciplinary research:_ We are particularly successful in interdisciplinary research. Our faculty have active research collaborations with nearly every other College on campus in areas ranging from history to nursing, computer graphics to urban air pollution. The faculty have an exceptional volume of publications compared to most design schools in the country. Our most important research areas are in the areas of computer visualization of complex data, in Building Information Modeling and in Western, especially Mormon, city design and architectural history.

**Challenges**

_Visibility._ The College has made its small size an advantage in many ways. A small program has its disadvantages, too, including limited visibility in the national scene, especially in national rankings (the program is not ranked). The College must focus on increasing its visibility locally, regionally, and nationally. While there are wonderful advantages to small size, the there are limitations as well. Many activities that would enrich the program and increase our visibility must be foregone simply because there is little manpower to carry them out. So far this has been dealt with by a deep commitment to focusing on our priorities and values.

_Diversity._ Diversity of students lags other architecture colleges somewhat, both in gender and minority diversity. Between 2001-02 and 2005-06, the college student body was 26-28% female and 6-8% minorities, compared to national norms of 38% female and 18% minority. Our student diversity has not changed in five years, despite significant changes in faculty diversity during that
same period and the addition of the urban planning program. (See 2.1 for a thorough discussion of diversity issues).

Facilities. Space needs have grown rapidly in the past few years with the increasing demand for space from expanding research agendas, the complete integration of computing (networking of the building has brought nearly four hundred digital platforms in constant use into the building), as well as the absorption of a rapidly expanding urban planning program.

Action Plan

The strategic objectives of the college, created in 2004, address both the strengths and shortcomings of the college and provide a basis for more specific actions. There are five objectives:

1. Provide intellectual capital to address issues of urbanization, environment, growth and responsible development in Utah and in international settings with similar conditions.
2. Clarify our mission and civic voice to have a larger presence regionally and nationally. Gain greater recognition of our program excellence in order to attract students, faculty, and funding.
3. Increase the quality and diversity of the student body while holding the size of existing degree programs steady, after full attainment of urban planning student growth and increases for other new degree programs.
4. Partner with other colleges on and off campus to achieve research goals and to model student engagement and interdisciplinary approaches, especially in the areas of computer visualization and urban development.
5. Seek funding to upgrade facilities to relieve space crunch and provide higher visibility and greater match with our creative mission. Our building is 35 years old and has never been renovated or added to.

The strategic objectives are reviewed every year in order to set short-term goals (see section 3.2 for a description of assessment procedures; Specific actions planned over the next few years include:

• To improve the College's visibility and recognition of its quality and offerings within its disciplines, a campaign to improve the College profile and student recruiting materials will be developed. The printing and distribution of this college "identity" material will be used to augment the increased number of conference papers being offered together with other publications coming from the College's faculty.

• The College is in the process of developing a coherent diversity recruiting and retention program for women and minority students, including a mentoring program for architecture students. A full-time diversity specialist has been added to the College staff. A fully revamped and more accessible honors track for undergraduate students will increase contact and interaction with students prior to entering the majors as well as having an affect on retention. The establishment of a Doctor of Architecture (expected in 2007) will improve graduate recruiting.

• The College will continue the efforts to raise funds for the establishment of an advanced media center (New Media Wing) in the presently unused portions of the old Museum of Fine Arts. The upgrading of this facility so that it may be used for the digital design program, studio and digital research space will greatly relieve the pressure currently placed on the existing facilities.
• The College will continue to advance the interdisciplinary teaching and research agendas of the College through particular focus on the environment and on digital design, including the expansion of new degree programs and faculty. A Center for Integrated Design and Construction has been established and the research agenda of the Center will serve as a catalyst for establishing the College as major national center for building information modeling (BIM) teaching and research. The Urban Systems Research Center has received seed funding and will focus on energy and the environment in urban settings, including green building practice. CROMDI will continue to be a leader in digital interface and visualization.

• To advance these actions, the management structure of the College will be changed. Specifically, the day-to-day burden of administration and management of the academic programs will shift from the dean to a newly created layer of administration, the three program directors, who will assume programmatic responsibilities for the architecture, urban planning and digital design programs.

An update of the progress and remaining tasks in the strategic plan is included in the Supplementary materials, section 4.8.
2. PROGRESS SINCE THE PREVIOUS SITE VISIT

2.1 Summary of Responses to Team Findings

The following Program Deficiencies were presented in the 2000 Visiting Team Report, and are followed by the progress made to alleviate the deficiencies.

1. Financial Resources. Faculty salaries are suffering from compression as new faculty is hired at market rates while existing salaries have grown slowly. The salaries appear below comparable salaries in other parts of the institution.

Although stagnant between 2000 and 2003 due to university budget shortfalls, between 2004 and 2006 faculty and staff salaries have seen increases well above the average or recommended salary increases for the university faculty as a whole. Although still below university and national (architecture) averages, increases have brought the faculty closer to these indexes. Until recently, Utah’s cost of living has been quite reasonable compared to the east and west coasts. Recent dramatic increases in housing prices and in population growth portend a change in this calculus, however. Low salaries make the faculty vulnerable to offers outside the state and may have an impact on recruiting, although there is no evidence to support this. More importantly, though, low salaries send the wrong message to our excellent faculty.

2. Social Equity. (Several related issues identified have been grouped together). The School lacks ethnic and gender diversity in faculty and students. Lack of diversity weakens the ability of the program to create an environment that is nurturing and supportive with equal concern for everyone. A rather unusual dropout phenomenon was noted by the Team among women undergraduate candidates (from the University of Utah) for the graduate program. Almost a third of those students did not continue on to the graduate level in Architecture. The Team recommends that this negative gender bias be studied for cause.

The composition of the full time college faculty has greatly improved in gender diversity since the last accreditation, including the hiring of five tenured or tenure-track women faculty members, two of whom are now full professors (one is the dean). We also have two Hispanic and one African-American professor among the tenured or tenure-track faculty. The College, as a result, has the highest percentage of women and minority professors of any college on the University of Utah campus outside of Nursing.

Diversity in the student body continues to be a problem. Utah is becoming increasingly diverse (about 18% Hispanic, still less than 1% black), but the vast majority of these citizens are under 18. Almost all of our student body comes from Utah. Gender diversity is also a thorny issue. (See Table 1). Although minority enrollment has edged up a little, the percentage of women students at all levels is steady at between 26% and 29%. Although the VTR in 2000 noted attrition between levels (from undergrad to grad, e.g.), Table 2 does not support that as a general pattern over the last five years. These numbers track a pattern for Utah as a whole, where the number of women who attend college is less than the national average, and the number who graduate is even fewer as a percentage.

Nevertheless, we have begun serious action on this situation, with an aggressive goal in five years of 15% minority and international (compared to 8% today) and 40% women (compared to 28% today). Our plan includes:

- Nurturing pre-architecture students. Our new program, overseen by a diversity coordinator working out of the dean’s office, includes: orientation programs, weekly advising sessions, an
email list inviting pre-architecture students to lectures and other events, and tracking students identified by pre-arch faculty as especially promising. The goal is to personally encourage all qualified students but, especially women and minorities, to apply to the program and to help them prepare to succeed.

Table 1: Percentage of CA+P students who are women and minorities, by academic year.

- **Honors Program.** We believe, based on the University’s high school recruiting efforts, that many potential female students in architecture leave the state to go to school. We have begun an official Honors Program in architecture. The objective of this program is to hang on to promising students in the state who might go elsewhere, to help integrate planning and architecture students, and to provide our most promising students with advanced education in smaller class settings, again helping us encourage the students most likely to be admitted at the upper division later on.

- **K-12 Programs.** Our diversity coordinator, along with has begun aggressive recruiting efforts in local high schools with high percentages of minority students. In addition our architecture and planning students are involved in two different programs of outreach to K-6 schools in the Salt Lake City school district.

- **Creating a respectful and welcoming environment in the studio.** In focus groups and surveys, women students and alumni usually praise the openness of professors in their classes, but some have identified ongoing problems with their fellow (male) students, some of whom, they report, have expressed or tolerated discouraging attitudes toward women colleagues. The faculty has taken this issue very seriously and took immediate action: 1) we have introduced a required course in social equity, diversity and architecture for undergraduate students. This course will explicitly discuss the architect’s role in a diverse society, the cultural difference that must be dealt with sensitively, and other environmental humanist factors. This was introduced in fall, 2006 in the first year of the major, 2) we have introduced an undergraduate diversity course (“Gender and Race in the Built Environment”) designed for pre-architecture students and others, which counts toward the University’s baccalaureate diversity requirement, and 3) we
have completed a year-long effort to study studio culture and provide a policy directive specifically to address respect for diversity in the studio environment. This effort was led by William Miller, ACSA distinguished professor and former dean, and included extensive public process with all stakeholders.

Table 2: Women in degree phase, in architecture degree programs, by academic year

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Table 2: Women in degree phase, in architecture degree programs, by academic year

- **Do better at recruiting.** Another potential source of diversity in the program is from transfers and applications from outside of Utah. For the first time, we are actively recruiting at other universities this fall, and are preparing new printed materials to help advertise our program. In addition we have made serious efforts to improve the reputation of the program (see Strategic Plan, above) and to counter the negative impressions that out-of-state student applicants may have about Utah.

The following **Student Criteria deficiencies** were identified:

**12.15 Site Conditions:**

Although Site Design is being taught in formal course offerings, the demonstration of that knowledge is not visible in student design work.

Throughout the studio curriculum issues of site conditions and analysis have been strongly emphasized. Site issues have been brought into the first level of the studio, Arch 3010, where previously the emphasis had been placed on design process and formal issues. At this level students engaged a specific urban site in Salt Lake City to insert an infill into a tight and highly contextualized location. In the advanced level of undergraduate studio, problems whose major concerns revolved around site issues were emphasized. For example, the Mesa Project (2003) involved students making a two-day visit to a dramatic location 300 miles south at the entrance to Zion National Park. They received lectures there and later from a landscape architect as well as their studio faculty addressing the sophisticated issues of the particular site. In the next term, this studio addressed another major project with significant site issues. The West Valley Housing problem returned to a more urban context for very thorough site study. A similar process defined the final project in the
same studio, Arch 4011, in 2006, where the siting of the project was a key component of the design and intensive site analysis was required.

The Comprehensive Building Design studio, Arch 6015, at the graduate level continues to have an important component addressing site issues. In 2006, for example, a graduate studio worked with a large planned community to study housing typologies, sustainability and site planning ideas. More specifically, at the graduate level, the Master’s Project preparation course (Arch 6970) now requires a much more in-depth analysis of the site. This year, this course also has taken on more of a studio format to facilitate the increased emphasis on site analysis. The restructuring of this course with site issues as a central concern has had significant impact on the Master’s Projects produced during the final term studio.

The impact of the integration of planning into the College has become more apparent every year as the new graduate planning program is implemented. While some courses are cross-listed, architecture students will have access to and be encouraged to utilize all planning courses. One of the cross-listed courses is specifically a course in urban analysis. Students have shown great awareness and interest in the planning options and the new planning faculty are responsive to the architecture program and students.

### 12.28 Technical Documentation

The Team noted that only 20 percent of the students take the formal course offered in this area of the curriculum. No other evidence was found that this criterion was being satisfied.

Although we teach one class in construction documents, the primary teaching environment for technical documentation is studio. The new design faculty, like many newer faculty around the country, are much more interested in technology, materials and construction than the recently retired cohort. The undergraduate Arch 3371, Materials and Methods class has been taught by a tenure track faculty member since 2004 (Ryan Smith). Professor Smith requires full-size detail sections to be developed and full scale models of details to be prepared.

In 2005-06 we began teaching parametric documentation (precursor to BIM) in beginning communication class, Arch 3050. BIM is likely to become the standard over the next five years and the College is taking a lead nationally in this area with the establishment of the Center for the Integrated Design and Construction to provide research and to assist with further curriculum development, including devoting an entire session class, Arch 3051, to developing an understanding of BIM and the documentation process.

Finally, Graduate students have multiple opportunities for design-build experiences. In graduate comprehensive studio and in masters project, students are required to provide detailed wall sections at the least, and in many cases, models of details. The design/build/BLUFF studio brings details into gritty reality.

### Transition Plan

With the departure of William Miller as Dean, the Team is concerned that a strategic plan be developed for that transition. This plan should focus on the following issues:

* Preserving the excellent legacy of the current administration and faculty
* Broadening the Program’s vision for the future
* Solving the current gender and ethnic diversity issues
* Correcting curriculum deficiencies through new hires
The dean, Brenda Case Scheer, AIA, AICP, has completed four years as leader of the College. Former Dean Miller has been instrumental in a smooth transition. During her tenure, the College has taken advantage of the strong legacy left by Dean Miller (especially talented staff, financial stability, and the cohesive culture of the faculty) to make substantial changes that respond to the profession, the region, and the academy. In the span of four years under the direction of the Dean Scheer, the College has:

• Initiated and completed the transfer of the urban planning program and started a masters degree in urban planning;
• Achieved preliminary approval from the Regents for a Doctor of Architecture degree;
• Hired six new tenure track faculty members, who substantially changed the program direction; in addition, four new full time non-tenured faculty have been hired (two of whom are research center directors).
• Developed two new research centers, including the Center for Integrated Design and Construction;
• Initiated the award-winning “Design/Build/Bluff” studio at a remote site on a Navajo reservation in the Utah desert;
• Initiated the Westside studio as a permanent, storefront community-based project;
• Started an honors program in architecture and urban planning;
• Changed the name of the College (from the Graduate School of Architecture) to better reflect its status and embarked on a very successful initiative to increase public awareness of the College and to increase the influence of the university in design and planning issues in the community,
• Initiated a program of regular studio visiting instructors to combat the relative isolation of the program.
• Initiated the Digital Design program

**Digital Lab for Art and Architecture**

*The Team is concerned that the administration be committed to financially support the proposed new Digital Lab and the faculty to operate the facility.*

The architecture program has been and continues to be fully supported in digital media both in curriculum and in research. (see 3.8).

The “new digital lab” that is referred to in the VTR report is an existing separate building (25,000 square fee) that would house digital classrooms, studios, and labs, film studies studios and advance research facilities for our digitally intensive research. Its renovation would greatly enhance our digital research capability and allow us to begin offering a new degree program in digital design and visualization, and to house faculty associated with that program.

The building is conveniently located to the College and is mostly empty. If and when we find funding to renovate it, the space it would make available would free up space in our current building (especially space now devoted to digital research, digital labs and classrooms) and thus greatly relieve the current space shortage in the architecture building. The new building will be shared with the College of Fine Arts.

**Technology and Life-Safety Issues.**

*The Team recommends that the current deficiencies in building system technology and life safety be resolved through the same creative curriculum, faculty, and teaching techniques used in structures and professional practice.*
The VTR did not find us deficient in either technology or life safety, however, there was a perception that additional faculty resources in these specific areas would be helpful in insuring their consistent inclusion. In 2004, the College hired Assistant Professor Ryan Smith to take over key responsibilities in the curriculum for material and methods of construction and other technical issues. The school already supports two very experienced full-time tenured professors, Robert Young and Patrick Tripeny, teaching in these technical areas. Also in 2004, Assistant Professor Anne Mooney began teaching 4110, Architectural Determinants. Professor Mooney has an active architectural practice and her interpretation of this class has beefed up the codes and life safety sections. Finally, the comprehensive and masters studios consider life safety considerations to be a minimum criteria for advancement. Faculty who practice are often more aware of these issues and the number of studio faculty with significant practice experience has increased substantially, including full-time faculty.

**Professional Isolation**

The Team recommends that the Program work to reach out to the University at large and to the nation in order to reach its goal of becoming a world-class university. If achieved, this will have a profound impact on the future growth and success of the graduate program in Architecture.

The school has worked extensively with the local community over the past several years. We sponsored a major symposium on downtown development that drew more than 300 community leaders and showcased our honors students. We continue to have excellent relationships with the professional community, evidenced by 25 scholarships offered by local architecture firms. We frequently use local architects as studio reviewers.

Students worked with the local school district and the local AIA associates to create and manage a wonderful, elementary school program that took them into seven schools and produced a huge amount of publicity. This program won a national AIA award for Emerging Professionals.

The award winning design/buildBLUFF studio has completed its third house in three years on the reservation in southern Utah. Eight graduate students each year spend a semester designing and building an energy efficient, desert house for an indigent family. The house built in 2004 won an AIA Utah Honor award and a AIA merit award from the Western Mountain Region. The program has been featured in three magazines and in local newspapers and TV coverage and won an honorable mention in the 2005 NCARB Prize competition.

In scholarly adventures, the College sponsored a major arts technology conference that drew 400 participants from across the country. Utah hosted the ACSA national conference in March. The faculty have presented at twelve different academic conferences in 2005-06, for example, including ACSA, EDRA, ACADIA, VAF, ASCE, SIGRADI, regional ACSA, Historic Preservation Technology, local, regional and national AIA, the AIA Diversity Conference, etc.

In 2004-05 we brought in two distinguished visiting professors for studio projects, one from RISD and one from Argentina (our exchange program is there). In 2005-06 three graduate studios were led by distinguished studio teachers from Los Angeles, Tokyo and San Francisco. We intend and have budgeted for this to be a continuing program.

The school boasts a very active lecture series.
Graduate students participated in two international trips (2004-05) and two this year (2005-06), including one to Japan to build two mobile tea houses for an international exhibition, and two to Spain, for a walking tour leading up to a studio project back home.

We have a very active exchange program with the Universidad Nacional del Litoral in Santa Fe, Argentina. It has been ongoing for eleven years.

### 2.2. Summary of Responses to Changes in NAAB Conditions

**Condition 3.2 Program Self-Assessment Procedures**

The College has had active self-assessment for many years preceding the addition of this condition. The most significant change is that the process for self-assessment has been more formalized and activities of assessment have been recognized as such. This formalization of the process was not only in response to NAAB, but also a response to the growing size and changing programs in the College (previously informal activities have been regularized) and to university and NWCCU accreditation and review conditions. Please see section 3.2.

**Condition 3.5 Studio Culture**

The entire College (students, faculty, staff) was involved in preparing the studio culture policy in 2005-06. It was adopted by the College Council in April 2006 and will be implemented in fall, 2006. The process for creating the policy took two entire semesters and involved many meetings of different constituents, and three separate surveys. The committee tasked to develop the policy was headed by Professor William Miller and included faculty, adjunct faculty, and students in every level and in all programs. Please see section 4.2.

**Condition 3.11 Regional accreditation**

The University of Utah is an NWCCU accredited institution and no change was required in response to this condition.

**Condition 3.12. Changes in Nomenclature, General Studies**

The currently accredited professional degree programs meet condition 3.12 and the new requirements in nomenclature and general studies. No change was required in response to changes in this condition.

**Condition 3.13 Student Performance Criteria**

3.13.1 “read and listen” added to requirements in speaking and writing skills. Arch 4050, the required class in writing and speaking, has been substantially revised to challenge students as introduction to theory and writing about architecture. Small discussion sections and challenging reading give a context to the substance of the writing.

3.13.3 “Freehand drawing” added. No change to curriculum. Freehand drawing has long been a prerequisite of the program and the College provides its own course and instructor (Arch 1630). Drawing is also taught in a required communications class, Arch 3050.

3.13.7 Collaboration now an “ability” not an understanding. No specific change: most undergraduate and graduate studios require collaboration between students (and sometimes professionals) in
research and, less frequently but still common, in design. In 2006-07, there is a new option for graduate masters project to work in a collaborative setting rather than an individual “Thesis”.  
3.13.9 Non-western traditions now an “understanding”, not an awareness. A substantial proportion of the required history options at the graduate level explore specific non-western and/or indigenous American architectures. A new required undergraduate class, Arch 3850, Human Dimensions in Architecture, is specifically designed to address the role of diverse cultures in creating and affecting architecture. Required survey history classes Arch 3210 and 3211 have two – three weeks of the semester devoted to non-western architecture. 
New required class Arch 3850 Human dimensions in architecture, places behavior in the context of social and cultural milieu. Diversity is a key component of the course direction. Also, the College is now offering undergraduate general education course in diversity, Arch 3612 Gender and Race in Architecture and Planning.  
3.13.14 Accessibility now an “ability” not an understanding. Additional and revised components in Arch 3211 Determinants of Architectural Design. Requirement to demonstrate understanding in comprehensive studio projects.  
3.13.15 Sustainable design. (new criteria) Understanding principles of sustainability. The college has made this an important part of the curriculum. The following are courses with substantial sustainability components:

Arch 3371/6371 Materials and Construction, Environmental impact of the manufacture, transportation and installation of materials and systems in building construction in addition to the sustainable serviceability of materials and systems in making architecture. Writing and design problems that have students evaluate, select and design for green systems. 
Arch 4350/6350 and Arch 4351/6351, Environmental Controls I and II, are taught from an underlying foundation of sustainability as a design philosophy that challenges students to look at both historic and contemporary sustainable precedents in the built environment to inform their future designs. 
Arch 4011/6011 Architectural Design studio, introductory comprehensive project now includes sustainability as a key design component.

Arch 6015 Graduate Design Studio, Prototypical market rate housing that incorporates site orientation strategies for passive heating and cooling, resource conservation through prefabrication technologies, and green building techniques in their design and construction. 
Arch 6015 Graduate Design Studio, designbuild/Bluff, design and construction of a low-energy use house off the grid using sustainable and recycled natural materials. 
Arch 6302 Advance structures: skyscrapers discuss bioclimatic design of skyscrapers 
Arch 6352, Sustainable Design, explores sustainability as stewardship of the built environment in which processes like adaptive reuse and conservation of building resources have a significant impact on continued environmental, social, and economic sustainability. 
Arch 6500, Historic Preservation Theory and Practice introduces stewardship of the built environment where processes like adaptive reuse and conservation of building resources have a significant impact on continued environmental, social, economic sustainability. 
Arch 6581 Main Street Revitalization embraces stewardship of the built environment as a means of promoting social, environmental, and economic sustainability. 
Arch 6271, Sustainable Communities, the theories and practice of sustainability. Covers environmental, economic and social sustainability and topics range from climate change, globalization and resource limits to green design, green infrastructure and participatory community economic development.  
3.12.27 Client Role (new criterion). Understanding of responsibility of the architect to elicit, understand and resolve the needs of the client, owner, and user.

Arch 6720, Project Finance and Economics, is taught by a real estate development professional who introduces the client and user satisfaction from a financial perspective.

Arch 6702 Architectural Practice and Philosophy, focuses on client services and the profession;

Arch 6015, designBuildBLUFF works with actual clients to build a house that satisfies the client’s needs.
3. THE THIRTEEN CONDITIONS OF ACCREDITATION

3.1. Program Response to NAAB Perspectives

3.1.1 Architectural Education and the Academic Context

The University of Utah provides an excellent academic environment for the architecture program and for the College. As the flagship unit of the state system, the University is the intellectual center of Utah, and is the focus of graduate education, research and the development of new initiatives in the state. It boasts several nationally-ranked professional programs including business, engineering, and medicine; and a world-class dance department. In recent years, the policies of the university have included raising undergraduate admission standards, providing extensive scholarship opportunities for exceptional undergraduates and minority students, and promoting focused academic programs such as Honors, LEAP, and the transfer center.

The university’s governance is a special advantage for the College. The focus of decision making at the university is at the level of the college dean, who has great discretion over budgets, enrollments, programs, development, staffing, and so forth. Deans as a group also enjoy a great amount of influence over university policy, operations, and initiatives. The advantage to this system is that even smaller units like the College of Architecture + Planning enjoy a strong autonomy and influence in university governance. A series of responsive and effective operations units (human resources, e.g.), support this management structure, under the strong leadership of the Sr. Vice President. This culture of university governance leads to an unusual amount of cooperation between units.

In 2004-05, the new university president, Michael Young, articulated seven goals for the development of the university. The College of Architecture + Planning is very well positioned to take advantage of these priorities, and has aligned our strategic plan to be able to lead and participate effectively:

• **Engagement** – providing an experience of engagement with students in active learning situations. The College has a long tradition of engaged education through its culture of studio and can serve as a model for other units in the university.
• **Quality Education for the Future** – anticipating and responding to changes in society and technology to prepare for future problems and opportunities. One mission of the College is to allow students to engage, anticipate and research changes in architectural practice, especially changes motivated by technology and by environmental issues.
• **Interdisciplinary Efforts** – using the power of interdisciplinary thinking to identify and solve complex issues. The college has been a university leader in interdisciplinary research and teaching.
• **International Programs** – taking advantage of Utah’s international connections to understand and manage global convergence. Responding to global changes in practice is a key component of the program.
• **Diversity** – using the power of diverse ideas and backgrounds to enrich education and enhance critical thinking. One key strategic goal is to encourage greater diversity (racial, gender, geographic, international and religious) and to create a culture that welcomes and encourages participation by diverse individuals.
• **Partnership with Communities** throughout the state – bringing the resources of the university to partnerships with local organizations. Again, this is already a hallmark of study at the College of Architecture + Planning, which has several award winning outreach programs.
Of particular note in this regard is the “Honors Think Tank”, a series of courses created by the University Honors Program, specifically modeled on the architecture studio pedagogy. (The director of the University Honors Program is Dr. Martha Bradley, professor of architecture.) The first two-semester Think Tank challenged twenty students from many disciplines to examine a deteriorated area of Salt Lake’s downtown, and was led by one of the College faculty and two faculty from humanities. This model has been replicated with very different kinds of problems – public health, e.g., but the same engaged, multi-disciplinary pedagogy.

In addition to being a leader and a model for the seven initiatives above, the College of Architecture + Planning participates actively in most of the university’s programs, including the general education program. For the university’s general education “intellectual explorations” requirement, we offer both foundation and integration courses in the Fine Arts and Humanities, and in Diversity: These include Design Workshop, Introduction to Architecture, Freshman Seminar, American Architecture, Photographic Seeing, Race and Gender in Architecture, and American Folk Style. The Freshman Seminar is part of the University’s LEAP program, which is cohort-based program for freshmen students who take classes together during their first year at the “U”. Several of these courses are also part of the “cluster” system within the LEAP program, which is a cohesive and issue driven set of courses focused upon a particular topic (i.e., Urban Landscapes: Community Leadership and Service). While several of our undergraduate offerings are designated “service learning courses” by the Lowell Bennion Community Center, the College extends this important activity to graduate courses as well. The College also participates in the Honors Program, with an undergraduate honors degree in both architecture and urban planning, as well as several honors classes available to non-majors.

The students and faculty also participate in service activities for the university, including academic senate committees, where we have a large representation relative to our size. Students and faculty also provide input to campus planning decisions, such as the recent studio to assist the university’s museum of natural history, or the studio exploring transit oriented development near the stadium. This fall, the entire architecture program will start the semester with a week-long “vertical charrette”, teaming studio students at all levels to design new kiosks for the student union, a project sponsored by the Association of Students of University of Utah (ASUU).

The faculty are especially active in interdisciplinary research. Our research centers and projects have encompassed faculty from science, engineering, family and consumer studies, dance, nursing, medicine, communications, psychology, and geography. This is the widest range of active collaboration by any college in the university, and significantly, these projects are, for the most part, managed and developed by us. We have recently been awarded one of only six large grants ($100,000) given by the University to encourage interdisciplinary research, out of 80 applications.

3.1.2 Architectural Education and the Students

The architecture program has the advantage of having a mature and focused student body. The students come from differing backgrounds, most with some level of international travel, bringing a variety of life experiences to our setting. Students like this tend to be serious, hardworking, engaged, and geared to professional careers. Our goal is to meet what we believe are the professional challenges of the future: collaboration, technology, shifts in construction/design delivery, environmental crisis, global fluency, and increasing complexity, while encouraging creativity, leadership, and thoughtful design.
Throughout the curriculum, students are able to assume leadership roles and actively pursue their individual educational objectives. Within the curriculum many of our courses -- including design studios, technology courses, professional practice courses, and theory courses -- involve team projects to encourage consensus building, cooperative decision-making, and shared responsibility. At the graduate level a majority of the courses are topic based, allowing students to choose from a variety of offering that encourages both personal responsibility and individual direction.

Students may also choose to participate in foreign study opportunities. The College has a formal relationship with the architecture program at the Universidad Nacional del Litoral in Santa Fe, Argentina, which has successfully exchanged 3-4 students per year for the past ten years. Graduate students may select from at least one and often two travel-studios every year. In the past two years, studios in Spain and in Japan have been well subscribed. New opportunities for international exchange are also anticipated this year with the addition of a new faculty member (Joerg Ruegemer) with active teaching/practice relationships in China and Germany.

Students are represented and participate in the College Council, the decision-making body of the College. They have an defined role in RPT decisions, as required by the university’s policies and procedures. Many also participate in our active chapter of the AIAS and participate in university governance through representation on the academic senate and the student organization, ASUU.

The development of the Studio Culture policy, which included terrific student leadership, has led to a year-long reflection on the need to improve the culture of the college to be more welcoming and nurturing of a diverse set of students. This serious challenge is being addressed (see section 2.1.2).

**3.1.3 Architectural Education and Registration**

Beginning in 2005-06, every eligible architecture student who enters the professional graduate program at the University of Utah will be enrolled with NCARB’s Intern Development Program, thanks to a grant from the Architect Registration Board of Utah. The college organizes the enrollment program orientation, and provides notaries and assistance with paperwork, while the Board provides a briefing and funds each student’s enrollment fee. In addition to this activity, the AIA IDP Utah education officer (currently the dean) and the AIA IDP Utah coordinator (an alumnus) offer a separate orientation to introduce registration and internship requirements and the IDP Emerging Professionals Companion program.

The College enjoys an exceptional relationship with the Utah Board, which includes Professor Bill Miller. A former board member (Jill Jones) teaches a required professional practice coarse that includes yet another orientation to the registration process.

A survey of recent M.Arch. graduates (2000 -2006) shows that 95% of the M.Arch respondents are working in the architecture profession and 5% are working in a related field. While only one of this group had completed the registration process, 79% were participating in IDP, 25% reported that they had completed IDP requirements entirely, while a few indicated that they had accumulated substantial IDP “credits” without having registered with IDP.

**3.1.4 Architectural Education and the Profession**

One of three themes articulated by the faculty for the long-term development of the College is the recognition of new ways of working in the twenty first century – greater collaboration, technological
advancements like BIM, GIS and CAM, global practice, and the need for greater flexibility about what architects and planners are expected to know and do. In our commitment to educating architects that embrace diversity, inclusion and collaboration, we find we must abandon over a century of tradition in training the heroic, autonomous architect.

The University has made a particular commitment to exploring these new practice issues by establishing and funding the Center for the Integration of Design and Construction, which has an active agenda to identify and research the issues associated with BIM technology and its impact on practice: construction, firm management, liability, phasing, programming, design, fees, and especially the changing relationships and collaborative opportunities between the parties in the industry. The center director, David Scheer, AIA, is an auxiliary member of the faculty who has been using BIM in his own practice for 10 years. CIDC is the first such effort in any architecture school in the country, and is taking the lead to establish a research consortium with other five other universities, and with vendors, the GSA and other large owners, and large firms. The faculty associated with the CIDC have been charged with the responsibility to introduce these issues (as well as the software) into the curriculum through integration in a required communication class, and subsequently in the studio. This implementation is just beginning.

The new tenure track faculty hired in the program in the past three years are all practitioner-architects (Ryan Smith, Joerg Ruegemer, Anne Mooney, and Mimi Locher), which has had a tremendous impact on the studio setting in particular. The dean also is a partner in an active practice. These faculty, coupled with eight auxiliary architect-professors, provide a touchstone of “practice reality” for all students at all levels, while still promoting the exploration of the nature of design and the ethical complications of their work. Critical practice permeates the topics and design in all classes, but especially at the graduate level. Collaboration and leadership have assumed new importance, for example, in the annual vertical charrette, which charges the students in their final year to lead a competition team composed of underclassmen of varied skills.

The College maintains excellent relationships with the local community as well. The auxiliary faculty includes eight local architects who teach a variety of courses here. Other local practitioners participate in lectures, exhibitions, and other school events. A number of faculty are members of and active participants in the AIA, the APA (AICP), ULI, and ASCE. Faculty have served on AIA committees and as officers at all levels, as well as on boards, commissions, and task forces at the state, regional, and national level. The school holds several social and professional events with the AIA and our alumni each year, including a scholarship luncheon that honors recipients as well as the architectural firm donors, receptions following all lectures for the professional as well as academic communities, and the Master’s Project Reception to introduce our latest graduates and their final projects to the profession. An event of growing importance is the annual “firm fair”, exposing students at all levels to local and regional practices.

Although there is not a formal requirement for internship, the great majority of architecture students work in local firms during their education, and this further ensures a direct relationship between school and practice. Through this, students bring both office experiences into the school and school experiences to the office, and benefit from the impact of this interaction. This contributes to the positive sense of transition experienced by our students upon entering practice at graduation. Due to the strong market in the past few years, 100% of the students in our graduating class (M.Arch) are either employed or have a job offer at the time of graduation.

Students also gain experience of practice issues through the several design/build opportunities, particular the design/build/Bluff program where they are designers working with a client, as well as the construction crew working with a contractor.
3.1.5 Architectural Education and Society

A second essential shift occurring in the program over the past five years is a much greater focus on social responsibility of architects, particularly to the environment, to diverse groups, and to the urban landscape. This perspective has been brought about by several key individuals, particularly the senior faculty who defined and embraced a new vision and who sought out new leadership and new faculty to help them carry it forward. The overarching theme is the rising importance of social responsibility in architecture and planning: accountability to place, social equity, sustainability and ethical balance. Numerous examples of curricular changes (mild and not-so mild), research activities, service-learning classes and studios, community involvement, and other civic engagements all attest to this shift of focus.

Here are a few examples:

• In the design/build/Bluff studio students design and build a home on the remote desert reservation for a Navajo family. Expressly reflecting on Native American values, the students lend a contemporary perspective to the problems of appropriate materials, energy efficiency, water use, and the life of a particular family within the framework of a very different culture and community.
• In the Westside Studio, students work with urban planners and community organizations to address both the physical and social conditions of poverty, discrimination, access to healthcare and open space, housing, and urban regeneration. Sustainability is a thread that runs through this work.
• The faculty have designated the final required studio of the pre-professional program as a particular focal point for research on sustainable building and site design.
• The College is the central focus of a new, interdisciplinary university research initiative on sustainable urban systems, led by research associate professor, Craig Forster, a natural scientist.
• Students frequently engage in service-learning studios that not only assist community leaders but demonstrate ethical and sustainable values: for example a project for the Natural History Museum; a public market in downtown; a RUDAT project to create a town center for a placeless suburb; a downtown urban design studio to illustrate a wide-ranging public process; an affordable housing project; a nature center incorporating a biological sewage treatment plant; a studio to research and imagine new forms of sustainable single family housing for diverse users; a Water Museum that celebrates the importance and scarcity of water in the history of our desert city;
• Students in architecture independently developed and administered (with recent graduates) an award-winning program for elementary schools that raises issue of design, community and sustainability (Box City).
• A new required class has been implemented, Human Dimensions in Architecture, to address the needs of diverse populations, the cultural implications of architecture and the ethical questions that arise in practice.

3.2. Program Self-Assessment Procedures

We have nine separate systems of assessment:

1. Strategic planning. The 2004 Strategic Plan of the College (see Supplementary Information: 4. 8 Strategic Plan) was created from several different initiatives, including the University’s Strategic Framework. In the fall of 2003, the urban planning program was introduced to the
College with a concentrated series of meetings and discussions to develop a direction for
the curriculum, to guide new faculty searches, and to develop a unique focus for the new
masters degree in urban planning that matriculated its first class in fall, 2004. At the same
time, the College prepared a self-study for the Graduate Council and entertained external
and internal reviewers, including multiple student interviews, in spring 2004. Also in spring,
2004, CA+P held searches that resulted in the hiring of five new faculty (all were our first
choice candidates), which was an opportunity to seriously consider priorities and values.
Finally, in early summer 2004, the continuing faculty, and the new faculty met to adopt the
strategic plan and to map out the tasks for the future.

2. Revision and reflection of the strategic plan. Annually, the faculty revisit the strategic
objectives, note accomplishments and work yet to be done, and revise specific tasks to
account for these. Reflecting significant accomplishments from 2004-06, the strategic tasks
were updated in 2006, although the objectives have remained unchanged. (See
Supplementary Information: 4.9 Strategic Objectives update). The University administration
annually requires the dean to submit formal, short-term goals (“smart goals”) and an
assessment of accomplishments, which are drawn from the strategic planning update. These
are reviewed with the College Council before submission.

3. Studio coordination and evaluation. Annually, the studio faculty meet to give short
presentations on the studio assignments at all levels, discuss the success of the assignments
and products, and advise each other on improvements and content of studios. This always
creates small changes in the content of studios.

4. Masters project as an overall assessment of the program. The entire faculty sits on the mid
and final reviews for the graduate final project. Following this exercise, the faculty meet to
discuss observed strengths and weaknesses in the work of the class, the possible causes of
these, and potential corrective action. Several curriculum changes have come as a result of
this, including improved emphasis in site planning and materials and methods, an addition of
a required (vs. elective) studio at the graduate level, and a proposed revision to the masters
project curriculum itself (under implementation in 2006-07).

5. Outside assessment. In addition to the faculty, the alumni and visiting critics are invited to
examine the quality and direction of the masters projects, through formal and informal
reviews. Outside visiting critics also are asked to comment on the quality of student work
throughout the curriculum.

6. University assessment. The graduate council of the university conducts a review of the
College every seven years. It includes outside visitors from other programs as well internal
reviewers. Our review in 2004 included outside visitors Donna Robertson, Fritz Steiner,
and William Taylor. Their written assessment is forwarded to the academic senate and the
administration, where a letter of agreement is drawn up. This letter outlines changes to be
made and responsibilities for making them.

7. Student evaluations. The University’s student teaching evaluations are effective at identifying
particular problems and strengths with individual faculty, but are also effective as a whole in
“taking the temperature” of the students in the program. For example, a resistance to
taking risks and thinking outside of a “career prep” box were identified in this manner and
steps were taken to address this. The dean reviews all teaching evaluations and mentors
faculty who need improvement.

8. Advisory board. An advisory board of alumni and key architecture and planning leaders in
the community meets quarterly to advise the dean. In particular the advisory board
regularly is asked to comment on the quality of the graduates and the content of the
curriculum. For example, this year, the board indicated that there was a sever shortage of
graduates to fill positions available in the state, leading to an evaluation of the program size
and intake and recruiting opportunities. The board took the leadership to urge the faculty
to create a greater emphasis on green building, which was done.
9. Alumni assessment. An annual email-survey asks the most recent graduating class to comment about the program. Less frequently, a survey goes out to the last five years of graduates. These results are conveyed to the faculty and discussed as a part of the ongoing curriculum evaluation.

### 3.3 Public Information

The College has four points of information about the program requirements and the accredited degree. The program website at [www.arch.utah.edu](http://www.arch.utah.edu) is the most prominent public information about the accredited degree. It contains the required NAAB language and a link to the NAAB website for information on Conditions for Accreditation. The college advisor works with the Associate Dean to provide orientation sessions for students who are interested in the program and is trained to explain the process for education and internship for a prospective student. Printed materials (a three-fold brochure) outline the degree programs. Finally, the university catalogue is available (on-line only) at [http://www.ugs.utah.edu/catalog/](http://www.ugs.utah.edu/catalog/).

Every Fall Semester, the College holds its Convocation during the first week of the academic term for all faculty and students. At the Convocation, in addition to introducing new faculty and staff, the dean describes new directions, activities and important events of the semester and year. Afterwards, students receive orientation instructions that include information on how to access the NAAB web site, how to sign up for college network access, and so on.

### 3.4. Social Equity

The University of Utah and the College of Architecture + Planning are fully committed to policies of equal opportunity and affirmative action prohibiting discrimination on the basis of race, color, national origin, religion, gender, sexual orientation, age, or status as Vietnam veteran, disabled veteran or person with a disability. We seek to provide equal access to our programs, services, and activities for people with disabilities. This policy of non-discrimination extends to the recruitment, employment, retention, and promotion of students, faculty, and staff, and in the university’s provisions of services and benefits.

Faculty hiring and recruiting follow strict guidelines set by the University’s Office of the Associate Vice President, which includes guidelines for advertising, recruiting, interviewing and hiring procedures. Complete guidelines are on the web at [http://www.diversity.utah.edu/facultyhiring.html](http://www.diversity.utah.edu/facultyhiring.html). Reappointments and promotions are governed by the Policy and Procedures Manual of the University, which maybe found at [http://www.admin.utah.edu/ppmanual/](http://www.admin.utah.edu/ppmanual/). Faculty salaries are determine by the dean and reviewed by the administration under annually determined guidelines. Equity issues are a consideration in all salary decisions.

“The University of Utah recognizes that a diverse faculty, staff and student body benefits and enriches the educational experiences of the entire campus community. The Office of the Associate Vice President for Diversity is committed to removing barriers that traditionally have been encountered by individuals from underrepresented groups, acknowledges such individuals as full and respected members of the academic community, and enables them to progress, thrive and succeed in their academic profession and endeavors.” This office supports minority students with scholarships, aid, organizations, and programs. Please see [http://www.diversity.utah.edu/diversityoffices.html](http://www.diversity.utah.edu/diversityoffices.html)
Student admissions to the University as a whole are based on completion of prerequisites and a minimum on a composite score that blends GPA and standardized testing. Up to ten per cent of the student cohort admitted may fall outside the minimum if the student offers a special talent (dance, for example) or is part of an underrepresented group.

In the architecture school, admissions to the major are based on portfolio quality and grade point averages. No special consideration is made for underrepresented groups, however, the advisor/diversity coordinator tracks students in the pre-architecture program to ensure that qualified minority and women students are encouraged to apply and have all the necessary resources to do so. See section 2.1.2 for a complete discussion of social equity issues with regard to students.

In the graduate program, admissions are determined by the Admissions Committee, and are judged by portfolio, grade point average, performance in architecture undergraduate classes, and recommendations from either the student’s undergraduate professors or from outside referees (in the case of students coming from another undergraduate program). A diverse class mix is a goal that may effect decisions, with diversity broadly considered: geographic, religious, racial, gender, nationality, ethnicity.

Faculty, students, and staff at the College all participate in the formulation of School policies and procedures – from curriculum review to program development, and other important issues in the life of the program – through participation in the College Council. All matters of substance are discussed at the Council and voted on by the members present. Membership includes all full-time regular and auxiliary faculty, the staff, and elected student representatives (one from each design year, the AIAS, the PSO, and those elected by the students to Associated Students of the University of Utah positions). The College also communicates proposed changes in curriculum to affected students through the email system and receives feedback in the same manner.

### 3.5 Studio Culture

The College has adopted a formal studio culture policy (Supplemental Information, section 4.2 Studio Culture Policy). In addition, the College has made several changes to the studio culture over the past six years, including:

- A more respectful attitude toward the students in traditional juries;
- The adoption of different methods of jury as a viable alternative to traditional critiques (exhibition juries, student-led juries, e.g.);
- Much greater collaboration for students in teamwork projects in studio;
- Coordination of deadlines for students in the same cohort, so that the structures exam, for example, does not coincide with a studio due date.
- Developing, improving and maintaining on-site resources to support studios: computer networks and lab, rendering farm, plotters, laser cutters and shop.

### 3.6 Human Resources

**The Student Body**

Unlike most architecture programs in the U.S., the architecture degree programs at the University of Utah draw from a very unique population. The University of Utah is an urban campus in a very diverse and cosmopolitan city, yet our students are drawn from a largely homogeneous population in the state as a whole. Characteristically, students of the University of Utah are slightly older and
much more mature than typical college students nationwide. A significant number are married with children, and some have already spent two years on a mission for the Church of Jesus Christ Latter Day Saints. Most of the students desire to stay and practice in Utah, where they can be near families and church. Students are typically serious, hardworking, thoughtful, and family-oriented.

At the undergraduate level, admission to the university requires completion of a college preparatory high school curriculum, and is based upon an admission index that weighs both a student's high school GPA and ACT/SAT scores. Complete guidelines for admission, including the admission index can be found at http://www.sa.utah.edu/admiss/requirements.html. Under university policies to increase the quality of the student body, the index number for admission to the UU has been increased every year. Today the index is at 97 (compared to 87 in 2000).

Upon entering the University as a freshmen or a transfer student, students may freely elect to be classified as an “architecture pre-major”, which indicates that they intend to pursue the general and special electives required to apply for the program in the spring of their sophomore year or later. Students in the pre-major may also enter the Architecture Honors program if qualified to do so.

Upon completion of the pre-requisites, UU students and students from the articulated program at Salt Lake Community College may apply for the admission to the architecture major, which leads to the Bachelor of Science in Architectural Studies. This usually occurs at the end of the sophomore year. Transfer applications are also possible, but rare. Admission is based upon university grade point average (GPA), grades in required pre-major courses (see descriptions in Professional Degrees and Curriculum below), and a portfolio. The minimum threshold for admission is a 3.00 GPA (on a 4.00 system) for both pre-architecture requirements and university GPA, and there are very few applications that fall below that threshold. From a pool of 150-170 students per year who are sophomore pre-majors or enrolled in the articulated program at SLCC, the school receives about 90 applications, suggesting that about 60-80 self-select not to apply or have not yet met minimum qualifications. The program currently admits about 50% of those who do apply, or approximately 45 students per year. About 95% of the students who enter into the professional major graduate with the BSAS within two years.

For the 2-year Master of Architecture program students must have completed a four-year pre-professional degree from an accredited professional program like the University of Utah’s. For the 3+ Master of Architecture program students have bachelors (or masters) degrees in another subject. In both cases, all admitted graduate students must have a grade point average of B or better (a 3.00 GPA), and have submitted a portfolio. The School takes about 50% of the applicants for both graduate programs. While most of our students graduate within two years (in the 4+2 tract), some students, because of personal requirements, elect to do the program in three years. Overall, in the 4+2 track, 98% of students graduate within three years. The graduate students in the 3+ program track attend an intensive summer session and then spend three years completing their degree requirements. During the intensive summer session there is a significant drop-out rate for 3+ students (30% or more) but after that, survivors graduate in the same proportion as 4+2 students. Some changes have been introduced to mitigate the drop-out effect in the summer session, including a better orientation so that students can be more prepared for the intensity. In summer 2006, only one student of 13 dropped out during the summer 3+ studio.

**Faculty**

There are 24 full time faculty members in the College (see listing below) with the following breakdown in characteristics:
Demographics:
- Women: 6 (25%)
- Men: 18 (75%)
- Minorities: 5 (21%)

Qualifications:
- Ph.D.: 8 (33%)
- RA: 6 (25%)
- IDP: 3 (12%)
- LEED: 3 (12%)
- M.Arch: 13 (54%)
- AICP: 2 (8%)

Appointment:
- Tenured: 10
- Tenure-track: 7
- Not tenure-track: 7 includes FT research and lecturer rank, but not adjunct or visiting

Primary field: Although the College is not subdivided and many courses are cross-listed, most faculty have a primary affiliation:
- Architecture: 16
- Planning: 6
- Digital Design: 2

Student-faculty ratio (for studio):
- Average student faculty ratio in architecture pre-major (freshmen-sophomore) workshop: 1 to 22
- Average student-faculty ratio in junior-senior undergrad BSAS studios: 1 to 13
- Average student-faculty ratio in graduate studios: 1 to 12

Teaching Evaluations: In 2004-05, the University instituted on-line teaching evaluations, along with an incentive of “early grade”, which increased the percentage of student participation (now over 65% for most architecture classes).

Teaching load: The standard teaching load for a non-administrative, full-time faculty appointment is two classes or a class and a studio per semester. New tenure-track faculty generally get a reduced teaching load in their first year.

Administration appointments outside the College: the director of the University Honors Program is Dr. Martha Bradley, professor of architecture. Dr. Bradley is a member of the Council of Academic Deans.
## Full time CA+P Faculty 2006-07:

<table>
<thead>
<tr>
<th>FULL TIME FACULTY</th>
<th>Appointment (Bold are tenured or tenure-track)</th>
<th>% FTE Teaching</th>
<th>%FTE Admin</th>
<th>%FTE Research</th>
<th>%FTE Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheer, Brenda</td>
<td>Professor and Dean</td>
<td>10%</td>
<td>60%</td>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Hashimoto, Alan</td>
<td>Professor (Visiting)</td>
<td>15%</td>
<td>60%</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>Atherton, Peter</td>
<td>Professor (lecturer)</td>
<td>25%</td>
<td>75%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Miller, William</td>
<td>Professor</td>
<td>50%</td>
<td>0%</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Emmi, Phil</td>
<td>Professor</td>
<td>50%</td>
<td>25%</td>
<td>20%</td>
<td>5%</td>
</tr>
<tr>
<td>Goss, Peter</td>
<td>Professor</td>
<td>50%</td>
<td>0%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Serrato-Combe, Antonio</td>
<td>Professor</td>
<td>50%</td>
<td>0%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Bradley, Martha</td>
<td>Professor</td>
<td>35%</td>
<td>50%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Carter, Tom</td>
<td>Professor</td>
<td>50%</td>
<td>0%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Bermudez, Julio</td>
<td>Assoc Professor</td>
<td>50%</td>
<td>0%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Tripeny, Patrick</td>
<td>Assoc Professor</td>
<td>50%</td>
<td>0%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Young, Robert</td>
<td>Assoc Professor</td>
<td>50%</td>
<td>0%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Forster, Craig</td>
<td>Assoc Prof (research)</td>
<td>15%</td>
<td>25%</td>
<td>55%</td>
<td>5%</td>
</tr>
<tr>
<td>Scheer, David</td>
<td>Assoc Prof (lecturer)</td>
<td>35%</td>
<td>15%</td>
<td>40%</td>
<td>10%</td>
</tr>
<tr>
<td>Bartholomew, Keith</td>
<td>Assistant Professor</td>
<td>50%</td>
<td>10%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Benham, Lisa</td>
<td>Assistant Professor</td>
<td>50%</td>
<td>0%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Locher, Mira</td>
<td>Assistant Professor</td>
<td>50%</td>
<td>0%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Mooney, Anne</td>
<td>Assistant Professor</td>
<td>50%</td>
<td>0%</td>
<td>40%</td>
<td>10%</td>
</tr>
<tr>
<td>Senbel, Maged</td>
<td>Assistant Professor</td>
<td>50%</td>
<td>0%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Smith, Ryan</td>
<td>Assistant Professor</td>
<td>50%</td>
<td>0%</td>
<td>40%</td>
<td>10%</td>
</tr>
<tr>
<td>Rugemer, Jorg</td>
<td>Assistant Professor</td>
<td>50%</td>
<td>0%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Adams, Verl</td>
<td>Assist Prof (Visiting)</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Agutter, Jim</td>
<td>Assist Prof (research)</td>
<td>15%</td>
<td>10%</td>
<td>70%</td>
<td>5%</td>
</tr>
<tr>
<td>Casellas, Antonio</td>
<td>Assist Prof (Visiting)</td>
<td>60%</td>
<td>0%</td>
<td>30%</td>
<td>10%</td>
</tr>
</tbody>
</table>
**Administrative appointments and distribution:**

The College has a dean, associate dean, three program directors, three research centers, and eight support staff. The following is a breakdown of these positions:

<table>
<thead>
<tr>
<th>Faculty/Administrator Position</th>
<th>Current</th>
<th>Duties and distribution of effort</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dean</strong></td>
<td>Brenda Case Scheer, Professor</td>
<td>College executive, program direction and creation, fundraising, alumni, university, and community relations, budget and financial, and faculty administration. 90% administrative appointment</td>
</tr>
<tr>
<td><strong>Associate Dean</strong></td>
<td>Peter Atherton, Professor (lecturer)</td>
<td>Student affairs, staff supervisor, and other administrative duties – 50% administrative appointment</td>
</tr>
<tr>
<td><strong>Associate Dean and Chair, - Architecture</strong></td>
<td>Patrick Tripeny, Associate Professor</td>
<td>Curriculum, degree programs, graduate advising, student recruiting and policies, admissions - 25% administrative appointment</td>
</tr>
<tr>
<td><strong>Program Director – Urban Planning</strong></td>
<td>Phil Emmi, Professor</td>
<td>Curriculum, degree programs, graduate advising, student recruiting and policies, admissions - 25% administrative appointment</td>
</tr>
<tr>
<td><strong>Program Director – Digital Design</strong></td>
<td>Alan Hashimoto (acting)</td>
<td>Curriculum, degree programs, graduate advising, student recruiting and policies, admissions - 75% administrative appointment (program is just being developed)</td>
</tr>
</tbody>
</table>

**Center Directors:**

<table>
<thead>
<tr>
<th>Center Directors</th>
<th>Position</th>
<th>Duties and distribution of effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>CROMDI – Center for Representation of Mult-Dimensional Information</td>
<td>Stefano Foresti, Director, Jim Agutter, Asst. Director</td>
<td>Proposal development and research grant administration; research activities and publications;</td>
</tr>
<tr>
<td>Urban Systems Research Center (in the process of formalizing)</td>
<td>Craig Forster, Director</td>
<td>Proposal development and research grant administration; research activities and publications;</td>
</tr>
<tr>
<td>CIDC - Center for Integrated Design and Construction</td>
<td>David Scheer, Director, Ryan Smith, Asst. Director</td>
<td>Proposal development and research grant administration; research activities and publications;</td>
</tr>
</tbody>
</table>

**Full time/part time college staff without faculty appointments:**

<table>
<thead>
<tr>
<th>Full time/part time college staff without faculty appointments</th>
<th>Position</th>
<th>Duties and distribution of effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development Director</td>
<td>Bradley Baird</td>
<td>College communications, events, fundraising, alumni relations and database (100% FTE)</td>
</tr>
<tr>
<td>Executive Assistant to the Dean</td>
<td>Jenny Lind</td>
<td>Personnel and financial operations, office manager for dean's office staff, assistant to the dean for appointment, correspondence, budget, and college records (80% FTE)</td>
</tr>
<tr>
<td>Library Collection Specialist</td>
<td>Cathay Erickson</td>
<td>Visual resources management and cataloguing, academic support for visual presentations and course web sites (80% FTE)</td>
</tr>
<tr>
<td>Network Manager</td>
<td>Derick Bingman</td>
<td>Network infrastructure, web page, computer lab, plotter facilities, faculty computers, hardware and software purchasing and management, instructional computing and instructional space</td>
</tr>
</tbody>
</table>
3.7 Human Resource Development

The University of Utah Human Resource Department is committed to providing professional learning opportunities for all University of Utah employees through workshops, programs and resources. Convenient, free, and frequent classes are made available regularly and deal with issues such as technology advancement, leadership, management, and personal and creative advancement.

In addition to these resources the University particularly supports the development of the faculty. Between 2000 and 2006, the 20 or so members of the CA+P faculty were awarded more than $325,000 in development funding, including teaching grants, support for international program development, and seed grant funding for research. Teaching grants have include, for example, support for travel to teaching seminars or professional workshops (Cranbrook, AIA convention, e.g.), travel for visiting critics, and support for updating the darkroom. The University also provides support for preparing honors classes and general education classes. In addition to these awards for specific projects, the University has awarded more than $107,000 in prize money to the faculty, for outstanding teaching, service, or research. This funding may be used to support any academic endeavor of the faculty member.

The College funds travel to academic and professional conferences where a faculty member is presenting a paper. The policy is to provide a set amount (currently $800 per domestic conference, and $1000 per international conference) for each paper, without restricting the number of conferences where a person may present. Administrators, and sometimes staff, are also supported to visit academic conferences where appropriate. The College will usually support a small amount of funding for faculty who attend AIA regional and national conventions. We do not fund the cost of individual membership for professional organizations except in rare circumstances, however, we do fund the cost of the ARE registration exam, AICP exam and LEED exam for faculty who qualify. The College holds memberships in ACSA, the Architecture Research Consortium, ACSP, the Historic Preservation Association, and the Green Building Council. The College will also support individual requests that fall outside of conferences or do not meet teaching grant award criteria, such as support for a visiting critic to come in, or support for travel to visit a potential research program officer or collaborator. All these opportunities, including conference travel, are generally paid for by research overhead money that is returned to the College from our grant support.

Research, active practice, and publishing are the primary methods by which faculty remain current. Faculty research is a particular strength of the College. Between 2000 and 2006, the faculty have...
participated in more than $11.3 million in funded research projects, not including university research support. Many projects have been interdisciplinary, involving faculty from other colleges. Funding agencies include Kajima Corporation, the National Science Foundation, the National Institutes of Health, the Utah Transit Authority, the National Park Service, the US Dept of Housing and Urban Development, the US Dept of Education, the National Security Agency, the US DOT, the General Services Administration, FEMA, the US Air Force, and the National Park Service. CROMDI, a research center housed in the College that creates new visualization technologies, has licensed two products for technology transfer.

In addition to research, the College supports five award-winning faculty-practitioners: Anne Mooney (principal of the Los Angeles firm, Sparano & Mooney), Joerg Ruegemer (principal of KOOPX, an international collaborative) and Mira Locher AIA (principal of KajiKa Architects, in partnership with Takayuki Murakami), and David Scheer AIA and Brenda Scheer AIA (principals of Scheer & Scheer, Inc.). Exemplary practice is considered a highly valuable and tenurable activity.

Sabbatical leaves are limited by University policy and are competitively granted among those eligible in a given year. The CA+P policy states: “Normally, sabbatical is for one semester. A second semester can be “purchased” with grant funding. Newly tenured faculty have priority for granting of sabbaticals in any given year. Faculty who are eligible in one year but not granted sabbatical may apply every subsequent year until granted sabbatical. Under no circumstances will leave be granted in shorter intervals than seven years. Due to Regent policy, CA+P is allotted no more than two sabbatical semesters in any year and sometimes CA+P is allowed only one semester. Thus, granting of sabbatical is very competitive and not automatic or a faculty right. Sabbatical proposals must present a very compelling case as to why significant time off is required and must detail the specific products expected to result from the sabbatical.”

As a result of this policy many eligible faculty choose to “buy out” time for a semester leave, which is normally granted if it does not create a hardship for classes.

New tenure-track faculty enter a mentor program in their first year of service. They are successively introduced to the structure of the university, available resources for research and grants, the RPT process, and faculty and student policies (e.g., harassment, religious diversity, and so forth). Following this general mentoring (held in a group), new faculty are assigned a faculty mentor whose role it is to provide meaningful assistance and counsel in teaching and research and to guide the new professor toward tenure.

The faculty are governed by the Policies and Procedures Manual of the University of Utah and new faculty are introduced to this policy in the mentoring sessions held by the College. The guidelines describe what is required in the areas of teaching, research and scholarship, for appointment and continued service in each rank. Performance criteria for each rank are listed, as well as the process for conducting formal reviews. All new faculty members are provided with a copy of the guidelines upon arrival on campus. Untenured faculty are reviewed every year by the dean, the director of the program, and the chair of the RPT Advisory Committee. Tenure track faculty members undergo formal retention reviews in the 3rd and 5th year of service, with the promotion and tenure review in the 7th year. The retention, promotion and tenure process requires a written formal student recommendation based upon the candidate’s courses and teaching, a faculty evaluation and recommendation, and formal peer review and recommendations from external referees. Retention and tenure are conditioned by the College of Architecture + Planning RPT Criteria, which were substantially revised in 2004. A copy of the RPT criteria will be available in the team room. Tenured faculty members undergo post-tenure reviews, using the same areas of performance (teaching, scholarly and creative endeavors, and service), every five years. These reviews result in agreements that foster the development and continuing productivity of the senior faculty.
Lectures, exhibition and guest studio instructors: 2000 to 2006

The lecture program brings in about ten to twelve people a year from around the country and the world. The school has two endowed lectures series, the Henrietta Johnson Louis Symposium, and the Martin Brixen Lecture. The Louis Symposium brings in authors who work in the architecture field to present an article commissioned and later published by the Symposium. Students are selected to respond and their written responses are also published. The College has also sponsored several special programs (symposia, conferences, etc) in the past three years.

In the past three years, the program has made a decision to invite outside guest studio instructors as a regular part of the graduate studio curriculum. This has been a major part of the strategy to combat the geographic isolation of the program. Visiting guests are encouraged to become a part of the life of the College during their seven-week stay. At present, we have planned for about two visitors each year.

The exhibition program brings in an average of two exhibitions a year. The Bailey Gallery is a spacious venue for exhibitions, but it lacks a sophisticated lighting system and has limited security. It is also heavily scheduled for student exhibitions and juries.

Spring 2006
• Lectures:
  John Kaliski, AIA, Principal, Urban Studio
  Kinya Maruyama, Architect, Team Zoo
  Shawna M. Jacoby, 2004 Roger Bailey Traveling Fellow
  Cameron Sinclair, Director, Architecture For Humanity, Brixen Lecture
  
  • Visiting Studio Instructor:
    Kinya Maruyama, Architect, Team Zoo, Tokyo
  
  • Spring 2006 Exhibition:
    Student Work in Honor of the ACSA National Conference
  
  • Special Program:
    Sponsor and co-chair, ACSA National Conference, “Design Ethos Now”, Salt Lake City

Fall 2005
• Lectures:
  Richard Fernau & Laura Hartman, Principals, Fernau and Hartman
  Earl Blumenauer, District 3 Representative, State of Oregon
  Branko Kolarevic, Irving Distinguished Visiting Professor, Ball State University
  Steven Erlich, Principal, Steven Erlich Architects
  Joseph Minicozzi, Urban Design Consultant
  Mikio Shoji, Vice President, Kajima Corporation
  
  • Visiting Studio Instructors:
    Richard Fernau & Laura Hartman, Principals, Fernau and Hartman, San Francisco
    Diego Petrate, architect, Argentina

Spring 2005
• Lectures:
  Robert Park, Chairman & CEO, Columbia Wire and Iron Works
Gordon Price, Planner & Former City Counselor, Vancouver, British Columbia
Michael Fox, Architect, Kinetic Architecture
Stephen Duff, Associate Professor, University of Oregon
Cecilia Urriburu, 2003 Roger Bailey Traveling Fellow

• Visiting Studio Instructor:
  Julio Arroyo, Professor, FADU, University Littoral, Santa Fe, Argentina

• Spring 2005 Exhibitions:
  Student Work in honor of the Inauguration

• Spring 2005 Special programs:
  “The Vibrant Downtown Symposium” sponsored by CA+P, AIA, ASLA, APA and ULI
  “The Presidential Inauguration Symposiums: Visualization at the University of Utah”, sponsored by the CA+P and the Colleges of Engineering and Fine Art.

Fall 2004
• Lectures:
  Marcos Novak, Symposium on Arts and Technology, University of Utah
  Bruce Lindsay, Director, Rural Studio
  Quintus Miller, Principal, Miller and Maranta
  Ralph Becker, Principal, Bear West
  Diego Petrate, Design Architect, Gehry Partners, LLP, Faculty Member, Sci Arc

• Visiting studio instructor:
  Peter Stempel, architect, RISD and Virgin, Utah

• Exhibitions:
  A Matter of Art: Swiss Contemporary Architects, Swiss Cultural Center
  Blasts for the Past: 50 Years of Progressive Architecture Design Awards

Fall 2004 Special Program:
  “Symposium on Arts and Technology,” sponsored by CA+P and the College of Fine Art

Spring 2004
• Lectures
  Thomas Phifer, Principal, Thomas Phifer and Partners
  David R. Scheer, Principal, Scheer and Scheer, Inc.
  David H. Hart, Executive Director, Capitol Preservation Board (Utah)
  Merrill Elam, Principal, Mack Scogin Merrill Elam Architects
  Carlos Setterberg, 2002 Roger Bailey Traveling Fellow

• Exhibitions
  Bebop Spases, Bennett Neiman, Texas Tech University
  The Work of Scheer & Scheer, Scheer & Scheer, Inc.

Fall 2003
• Lectures
  David Lake, Principal, Lake/Flato Architects
  Michael Pyatok, Principal, Pyatok Architects
  Nan Ellin, Associate Professor, Arizona State University
  Hank Louis, Visiting Professor of Architecture, University of Utah
  Scot Zimmerman, Architectural Photographer

• Exhibitions
  Inner Scene Vienna, Austrian Cultural Forum
Spring 2003

- Lectures
  Mike Dorrell, Playwright & Dramaturge, Salt Lake Acting Company
  Moshe Safdie, Principal, Moshe Safdie and Associates
  Lorcan O’Herlihy, Principal, Lorcan O’Herlihy Architects
  Jay Lems, 2001 Roger Bailey Traveling Fellow
  Rick Dingus, Photographer, Texas Tech University
  Robert Campbell, Boston Globe Reporter, Henrietta Johnson Louis Symposium Lecture

- Exhibition
  Photographs from the Millennial Collection, Rick Dingus, Texas Tech University

Fall 2002

- Lectures
  Keller Easterling, Associate Professor, Yale University
  Chester Hartman, Executive Director, Poverty and Race Research Action Council
  James Timberlake, Kieran Timberlake, Architects
  Alan Berger, Assistant Professor of Landscape Architecture, University of Colorado
  Philip Freelon, Principal, The Freelon Group

- Exhibition
  Reclaiming the American West, Alan Berger

Spring 2002

- Lectures
  Beth Blostein, Ohio State University
  Alfred Jacoby, Frankfurt
  Ursula Emery McClure, LSU
  Jessica Hoffman, Bailey Fellow
  - Exhibitions
    Yesterday’s Tomorrow
    The Cowboy Way

Fall 2001

- Lectures
  Paul Anderson, Brigham Young University
  David Stronach, University of California, Berkeley
  Bennett Neiman and Thomas Fowler
  Wendy Evans Joseph, AIA New York
  Laura Ettelman, AIA, SOM, New York
  Michael Sorkin, New York

Students

The program provides a weekly session of orientation for potential new students, which is guided by Associate Dean Peter Atherton and the Advisor. These regular sessions are for high school students and their parents, existing University of Utah students who may be interested in the major, transfer students, and potential graduate students. At this time, potential applicants are apprised of the procedures for education, internship and licensure to become an architect, as well as the requirements for applying to the program.
The Advisor has the responsibility for any follow-up for orientation meetings. She is also responsible for advising pre-majors, who are University of Utah students that have already enrolled in one or more of the required courses for admission to the major. The advisor also identifies underrepresented minorities among the pre-majors and contacts them personally to make sure that they are on track to apply.

When undergraduate students enter the major, Associate Dean Atherton also provides career guidance, academic counseling, and some personal counseling. Students regularly consult with the faculty on career and professional advising. If students, upon graduation, are interested in positions beyond the region, our development director provides the names of alumni to contact in the area they are interested in locating. Due to the close relationship that exists between the College and the regional practice community, we do not have an intern placement program. Most graduate students are employed part time and in summer while in school, and often continue with the same firm upon graduation. The College has an annual Firm Fair in the spring to showcase local and regional firms to our students.

While the school does not have a required foreign study program, several opportunities are available. While we have an exchange program with the University of Stuttgart in Germany, our most active exchange (at both the student and faculty level) is with the faculty of architecture and urbanism at the Universidad Nacional del Litoral in Santa Fe, Argentina. This program has been in place for ten years. We are also in discussions with the architecture faculty at the University of Buenos Aires about a student and faculty exchange.

More recently, we have instituted two travel studios per year. One is a graduate studio that begins two weeks before the fall semester with a European trip and then continues into the fall semester with a follow-up design problem. For the past two years, we have also offered a travel studio to Japan each summer. This program is planned to continue about once every two years, under the direction of Professor Mimi Locher, who has an active international practice that extends to Japan.

Each year, our graduating M.Arch. students compete for the Roger Bailey Traveling Fellowship, which allows foreign travel and sketching opportunity for one person. The Bailey Fellow is challenged to return images to the College’s library as well as give a lecture on his or her travel experience.

Students also have opportunity to participate in national and international architectural competitions through their design studio selection. A regular offering within the graduate level design studios is one devoted to competitions.

The students have an active AIAS chapter, with its own university supported activities budget, in addition to the dues they collect. The chapter is represented on the School Council, often sponsors lunchtime brown bags, supports the lecture series, and organizes visits to architectural offices, and project sites in the area. The officers generally attend AIAS Grassroots and Forum, and participate in the school convocation at the beginning of the year.

Representatives from our undergraduate and graduate student body hold office in the Associated Students of the University of Utah, the student governmental body. Students also hold membership on the School’s Student Advisory Committee (SAC’s are mandated by the University Academic Senate), which assists in student evaluation of courses, and prepares a formal report on faculty retention, tenure, and promotion cases. Students from the College are regularly elected to the following honor societies: Golden Key, Phi Beta Kappa, and Phi Kappa Phi. At commencement,
the AIA Medal is presented to the outstanding graduate in the masters program, the AIA Certificate to the second rank student academically in the masters program, and the Alpha Rho Chi Medal is awarded to the student exhibiting outstanding leadership qualities. The AIA Utah awards an undergraduate student with a design award/scholarship. Other faculty honors and recognition are given at this time also.

Students also have the opportunity of participating as respondents in the Henrietta Johnson Louis Symposium on Architecture and Writing. Individuals are selected on a competitive basis to write and present formal responses to the symposium speaker’s presentation. Their work is published alongside the writing of the symposium speaker, e.g., Robert Campbell FAIA.

### 3.7. Physical Resources

Completed in 1970, the 33,300 square foot architecture building, which is part of the larger Art and Architecture Center housing all the visual arts, was designed by the Salt Lake City firm of Edwards and Daniels Architects. The neo-brutalist architecture was common at the University during this time, but despite the overwhelming massive concrete structure, the building enjoys excellent interior finishes of brick and cedar throughout the building. Coupled with these exceptional interior finishes is the generous amount of public space that was provided in the design. The Roger Bailey Exhibition Hall, a very special and important space, is used for a variety of school activities – including traveling exhibitions, student juries, student and faculty displays, the annual firm fair, etc. – as well as for public receptions.

The College is currently housed in a single building located near the southern edge of the campus, near other professional schools such as business, law, education, social work, and health. (Figure 2) We are adjacent to the Utah Museum of Fine Arts (Machado and Silvetti Associates were the design architects, with Prescott Muir Architects, the architect of record) and C. Roland Christensen Center (by the local firm of MJSA Architects), as well as the Marriott Library, with its 250,000 square foot underground addition designed by Gunnar Birkerts. This location is fortuitous, as the university has a centralized library policy and the Marriott Library is the central facility for the main campus and houses the architecture collection in the Katherine W. Dumke Fine Arts and Architecture Library. In addition, Marriott Library’s Special Collections houses an archive of architectural drawings from a number of regional architectural firms. The library is currently undergoing a major renovation, addition and seismic upgrade.

The ground floor of the architecture building contains the 2,500 sq. ft. shop and spray booth, design studio space (shared with urban planning), a 98 seat lecture hall, the main computer lab (use primarily for teaching), and project storage areas. The second floor features the Roger Bailey Exhibition Hall, the major public space in the school. This floor further accommodates the administrative offices, work area and conference space, a lounge (used for juries and informal meetings) surrounded by faculty offices, a 45 seat lecture space, two small classrooms, the slide and digital image library, and the “library” reading room, used for juries and student study and group meetings. The third floor contains faculty office space, the research centers, and design studio spaces. From the third floor our students enjoy spectacular views of downtown Salt Lake City and the Great Salt Lake to the west, and the Wasatch front to the east.

Computing resources, in keeping with our commitment to staying current with the profession, are exceptional, with near-constant updating. The CA+P building is completely networked throughout using Category 5 copper twisted pair wiring and has a total of close to 500 nodes.
Additionally, this summer we have received funding to implement enough access points to provide robust wireless networking throughout our building despite its concrete construction. The University of Utah has completed wireless access throughout campus. The U was also one of the pioneers of the “Internet 2” technology, part of a growing consortium of universities and government agencies connected with super-fast networking.

The College has one instructional computer lab with 24 computers and fixed overhead LCD projection, as well as a newly renovated (2006) plotter room which houses all 4 high-speed HP 1055 plotters, six scanning and video editing workstations, and laser and large format inkjet printers. There are also computers supporting the lecture room podium (with inset monitor), photo lab, and shop laser-cutter. Computers in the lab are replaced every three years. Older computers that have been replaced are redeployed in the CA+P network rendering farm to help speed the development of animations and complex renderings.

All classrooms and jury spaces contain fixed LCD projection equipment to facilitate lectures and presentations, and an additional three portable projectors are available (in house) to be checked out. Other equipment available for check-out by faculty and students includes four laptop computers, three digital cameras, and one digital camcorder. The University also provides free instructional media services for all scheduled classes.

Annual university student computing grants, student fees and differential tuition income support personnel for network maintenance, equipment updates, and software updates. These fees enable the college to provide hard-wire network access for all studio students, who are required to have computers. The fee also supports the four high-speed plotters and large format printers for the students and all the consumables such as printer toner and ink, so that 24-hour a day plotting, for example, is “free” (Students must provide their own paper). This has enabled greater flexibility for students and saved on administrative costs over a fee-based printing solution.

Fees also support the architecture shop, which is housed in a well-lit, 2600 sq. ft. room located on the first floor of the CA+P building. The College employs one full-time and 6-7 part time employees to supervise the shop and provide instruction on the best materials and methods for students to safely realize their designs. The shop provides tools and equipment for wood, plastic, and metal construction. A central dust collection unit is connected to most machinery to allow for a healthy work environment. The shop is open approximately 65 hours a week.

In addition to regular equipment replacement/upgrade, the following are new additions to the computing and shop resources in the past five years:

- Increased computer instructional lab from 12 computers to 24
- Added backup and render farm servers
- Replaced three slow plotters with 1055 [fast] to have a total of (4) 1055 plotters
- Updated laser printers and added three large format inkjet printers
- Updated building network uplink to 1GB duplex
- Updated all building network switches to have 1GB uplinks
- Added additional switches to service almost 500 total nodes in building
- Installed computers to support lecture podium, photo lab, and shop laser-cutter.
- Installed three fixed projectors in library and two classrooms
- Set up render farm supporting 32 older lab computers to facilitate complex animations and/or renderings
- Renovated a new room to house all plotters and separate from instructional lab
- Added a new laser-cutter to the shop. The laser cutter provides for direct digital fabrication of wood, plastic, and cardboard. This machine allows for greater accuracy and increased detail without the risks associated with conventional power equipment;
• Purchased and installed a new tablesaw that features a safety system that stops and retracts the blade upon accidental contact, drastically reducing the severity of the user injury;
• Constructed a new spray booth;
• Installed new dust collection system in the shop
• New and updated tools in the shop at a total cost of $30,000, with a special emphasis on safety, noise reduction, and reduced exposure to UV rays and dust.

Although the CA+P building has never seen a major remodel, smaller improvement projects are frequent, responding to changes in the program and the addition of new programs. These are all accomplished through grants from private sources or the university. In the past few years, the following are the most significant:
• Conversion of larger faculty offices and seminar rooms to smaller offices
• Conversion of former computer lab space to research center.
• Replacement furniture and refurbishing of classic modern furniture throughout the building.
• Complete refurbishing of the large lecture hall and small lecture hall, including new carpet, podiums, lighting, refinished floor, new upholstery or replacement seating, new window coverings, new white board.
• Refurbishment of the photo lab and dark room
• New building signs

The total capital expenditures in the College from 2000 to 2006, were $160,000, which is a very modest amount compared to the significant program changes that have been undertaken.

One of the central challenges facing the College is to provide additional space for growth. With the addition of the urban planning program (and its growth in enrollment), and the digital design program that is planned to start next year, space is essential. The College has reached the absolute limit of what can be done without serious renovation or new space. Although studio and public space is generous still by most standards, other instructional space is at a premium and available options for new faculty offices or research activities are non-existent.

Fortunately, there is a building available in the Art and Architecture complex – the former home of the Utah Museum of Fine Art, which is now vacant (FIGURE 1). When renovated as the New Media Wing, the building will house the digital design program along with its faculty, as well as high-tech instructional and studio spaces for architecture and digital design. The New Media Wing will also house the film studies division of Fine Art and other interdisciplinary digital media intensive programs. When it comes on-line, it will free up space in the CA+P building, and at that time it would be appropriate to remodel it. The funding for this renovation project, approximately $6 million, has not yet been secured.
Figure 1: The Proposed “New Media Wing” renovation would alleviate space needs in the Architecture Building and house new digital design programs for CA+P and Fine Art

Figure 2 (Below and next page) first, second and third floor plans of the Architecture Building
3.8. Information Resources

Context

The University of Utah utilizes a centralized library system in which all disciplines' collections are located in the central Marriott Library. The Dumke Fine Arts and Architecture Library housed in the Marriott Library is exceptional among discipline collections in having its own physical identity and spaces maintained within the larger library (see Facilities below.) The Dumke Fine Arts and Architecture Library, staffed by librarians reporting to Marriott Library, provides the library resources and services to support the Architecture Program with the exception of slide and digital collections which are maintained by the College. Growing out of a traditional slide library within the College, this slide and digital collection is staffed by one media specialist who reports to the Dean of the College. (The following discussion relates to the Dumke Library unless it specifically identifies the College's slide and digital collection. The College collection is discussed at the end of this section.) In general, the architecture collection in all formats has been built with care over many years to support the research and teaching needs of the program. As requirements develop and change, the library's commitment to responding with resources and services in support of the mission, goals and curriculum of the College and the University has been demonstrated.

Collections

A strong well balanced collection has been built since the inception of the architecture program at the University in 1947. The detailed Approval Plan Profile for Architecture serves as the collection development policy and guide. It is reviewed regularly to meet the mission, teaching goals and curriculum of the College. Architecture subject coverage, retrospective and current, is very good. The library's architecture collection is at the “advanced study level” as described by David L. Perkins in Guidelines for Collection Development (1979, p. 4). Holdings include about 60% of the titles listed in Architecture, a Bibliographic Guide to Basic Reference Works, Histories and Handbooks. There is a wide range of basic and secondary monographs. Faculty requests are always honored and faculty subject specialties are specifically collected.

Marriott Library has been able to sustain a steady level of subscriptions to architecture journal despite overall limited serial funds in an inflationary journal subscription climate. Among the indexes maintained are Avery Index to Architectural Periodicals, Art Abstracts and Bibliography of Art History, all available in electronic versions on the library's web site. Because architecture journal titles have in most part been protected from cuts, holdings are complete from the time the library began subscribing. The library subscribes to nearly 100% of the titles in Architectural Index and Art Abstracts. About 35% of the titles indexed in the Avery Index are available in Marriott Library. These local holdings are augmented by rapid provision of any journal articles requested through Utah Article Delivery (UTAD) service as well as extensive interlibrary loan channels provided by an expert Interlibrary Loan Department staff. In consultation with faculty during the upcoming year, Marriott Library expects to add needed titles such as ones not owned on the core and recommended journal lists of the Association of Architecture School Librarians.

Visual and non-book resources are available in the Dumke Library, the Multimedia Center of Marriott Library and the College of Architecture + Planning Visual Resources Collection. In the Marriott Library these formats are purchased by the architecture selector and also ordered upon request from faculty. A substantial collection of unique blueprints, drawings and manuscript collections of local architects are available in the Marriott Library Special Collections Department.
The Marriott Library has a Preservation Department dedicated full time to the maintenance and preservation of all collections. Customized binding, mending and encapsulation are done in-house according to high standards of workmanship.

**Services**

The Dumke Library full-time staff is knowledgeable about a wide range of library resources in architecture and related fields and provide specialized reference information and personal guidance to faculty and students. Reference collections in print and electronic formats are readily available. Users can take advantage of electronic reference service through the Web as well as one-on-one or small group research consultations with librarians and staff.

Librarians and staff offer course-integrated library instruction in use of resources in architecture upon request from faculty as well as a range of regularly scheduled short courses on numerous library information and technology topics. Web-based Research Guides are available for Architecture students.

The Marriott Library Cataloging Division organizes all collections, providing for full physical, bibliographical, and intellectual access to any item regardless of format and content. All collections are cataloged according to specified national standards via full participation with the OCLC bibliographic network. The majority of materials are cataloged within one month of arrival and there is never more than a minimal cataloging backlog. All materials are accessible in the online catalog at the point of ordering and any item received is available for rush requests which can be completed within 48 hours.

Marriott Library works with the Office for Students with Disabilities and Campus Construction and Design to promote barrier-free access to collections and services. Reference materials and general architecture collection are available in open stacks. Expensive and special format books are protected in secured shelving but can be perused and, often, limited check-out is allowed. Most non-circulating items can be checked out on exit permit for short periods by faculty and graduate students. Increases in Web services and resources have improved access from campus and other remote locations. Additionally, the Reserve department makes course materials available to students and a large amount of course reserve materials in electronic format are available on the Web.

Marriott Library has expanded building hours to 116 per week during academic terms. Reference assistance in the Fine Arts and Architecture Library is available 48 + hours weekly.

**Staff**

The staffing in the Dumke Library currently consists of the following: one full-time professional librarian who is the interim Head of Fine Arts and Architecture; one full-time librarian who catalogs architectural materials and provides part-time reference support; one full-time collection specialist who is the architecture subject selector; and three part-time student assistants.

Greg Hatch, Interim Head of Fine Arts, at the rank of Assistant Librarian, has an American Library Association accredited Master of Library Science and 4 years as an Instruction Librarian. Dorothy Greenland, Collection Specialist has a Master of Education degree, a Master of Fine Arts degree and twenty-nine years experience working in the Fine Arts Library. Floyd Shiery, the Fine Arts/Architecture Cataloging Librarian, has an ALA accredited MLS and a second subject master degree. Professional librarians are faculty members within the University of Utah academic structure.
They form a library college and maintain close working relationships with the academic departments in meeting the educational mission of the university. Opportunities for professional development are supported by the Marriott Library. Regardless of position, the library encourages and supports all employees in attending professional and subject related conferences, workshops, and training.

Marriott Library staff salaries are not commensurate with those of peer institutions. While attempts are being made to rectify this discrepancy, salary equity has not been achieved. According to Association of Research Libraries (ARL) statistics, the Marriott Library average librarian salary in 2004-05 ranked 93 out of 113 ARL institutions.

Facilities

In June 2001, the Katherine W. Dumke Fine Arts and Architecture Library opened within the Marriott Library. This state of the art facility covers 7,900 square feet and has a maximum occupancy of 157. It contains 8 computer stations (6pc and 2 Mac) with printing capabilities. There is a classroom with state of the art computer projection that includes DVD and VCR players. The classroom location will change at the end of the current Library renovation, but will remain in close proximity to the Dumke Library. The Dumke Library is an inviting and attractive space with lighting, temperature and shelving greatly enhancing the preservation of the collection, particularly the rare items housed in the locked case. A well-placed reference desk allows for excellent service and retrieval of locked case materials.

Facilities

Lighting, both natural and electric, is adequate in the current location. There are numerous electrical outlets but computer ports are limited. These deficiencies are addressed in the plans for the new library renovation now underway. Heating and ventilation are good as a result of a major overhaul and retrofit of the whole library completed in 1998. New furnishings in the remodeled location aid overall usability and accessibility of the facility.

Budget, Administration and Operations

Institutional allocations are the major source of funding for the Dumke Library. These funds are augmented by development funds and gifts. While budget resources are still limited and stretched in the library, funds for Fine Arts staffing have increased in the last five years and funds for architecture collections have remained relatively stable. The subject selector for architecture has full authority for collection development expenditures. The management of the Dumke Library operations budget is the responsibility of the Head of Fine Arts and Architecture in conjunction with overall library budget practices.

The last five years have continued as an era of tight budgets and inadequate growth in acquisitions dollars. Newly allocated funds have been used to acquire electronic resources and to sustain increasing subscription costs. The Marriott Library has been able to maintain book buying at a time when most research libraries have had to trim monograph purchases to maintain journals subscriptions. Expensive, rapidly-inflating journals have been canceled. Architecture has few such journals and has been virtually spared cuts--only two titles in eight years--and has benefited from
the reliable book budget. Faculty want more architecture journals and the library plans to add new titles this fiscal year. Like many research libraries we use an approval plan profiled by the architecture selector to assure prompt and automatic receipt of most titles from major publishers. This includes virtually all newly published American and British books. Collection expenditure figures shown do not include centrally funded purchases like the Avery Index, purchases from endowment funds, and materials in related subject areas paid by other acquisitions accounts. In number of volumes, the collection compares favorably with other institutions of similar size. In dollars spent, Marriott Library book expenditures compare well with peers, including libraries that support larger programs such as the University of Texas at Austin. The serials budget is the weakest part of collections spending. We plan to improve this situation with new serials allocations and use of soft funds to fill in gaps and acquire special materials and backruns as needed.

The Library Policy Advisory Committee (LPAC) is an academic Senate-elected committee with representation from all university colleges including the College of Architecture + Planning. This group confers with and advises the directors of the Marriott Library, the Eccles Health Sciences Library and the Law Library concerning library policies and practices, and provides liaison between the libraries and the faculty and student body. LPAC reports to the Academic Senate and the cognizant university vice presidents. Marriott Library considers the input and feedback of students and faculty to be critical to the planning and budgeting processes. A user feedback program was started in 1995, and seeks user feedback from all university users through formal and informal data collection mechanisms.

Prepared by Dorothy Greenland, Collection Specialist, Greg Hatch, Interim Head of Fine Arts and Architecture, Julianne Hinz, Assistant Director for Public Services, and Maria Huin, Collection Development Librarian

**College Visual Resource Collection**

The Architectural Visual Resource Collection supplements the Marriott Library as an information resource for architecture students and faculty. The area consists of a visual resources library, and contains as well selected reference material, a few periodicals, and the master's projects books. The collection also contains the sketchbooks from the recipients of the Roger Bailey Traveling Fellowship and “Miss Helen” Snow Kimball Traveling Fellowship.

The Visual Resource Collection consists of approximately 55,000 slides in addition to faculty specialty collections. It contains over 16,000 digital images and 140 videos. With an accession rate of from 2,000 to 4,000 images per year, the collection keeps pace with the growth and diversity of the faculty and curriculum. The college has discontinued slide copywork and is moving toward only supporting digital lectures, thus eliminating the need for slide projection.

The Visual Resource Collection is staffed by a visual resources specialist, at 1.0 FTE. The resources specialist is an employee of the College and reports to the Dean of the College.

Ongoing activities include the creation and updating of course web sites used in conjunction with architectural history and technology classes. These sites provide images used in lectures and for test review. Test and quiz keys are also posted on these sites. Completed this year are the slide and digital image database in addition to the already completed video database and the architecture graduate theses database. The completed databases are available on a computer in the library.

Completed digital images and cataloging (completed in the College Filemaker Pro database) are uploaded to the College of Architecture + Planning digital collection hosted on a Marriott Library
server using ContentDM digital collection management software. Image record fields, most of which are searchable, include Creator, Work Title, Location, Repository, Description, Date, Century, Period or Style, Work Culture, Technique, Material, Work Dimensions, Work Type, (i.e., cathedral, painting, house), Subject, Image Source, Rights, Digital Format, and Digital Specifications. These images are sized to be readily useable for PowerPoint presentations (up to 1024 x 768 x 72 dpi). ContentDM provides a PowerPoint plug-in that allows PC users to download groups of images to a presentation instead of copying them one at a time. This collection is for CA+P faculty use only because of copyrighted images and it is password protected.

Available as a public service at [http://content.lib.utah.edu/](http://content.lib.utah.edu/) is a selection of digital images from the main visual resource collection. This constantly growing selection presently contains approximately 2,200 copyright-free images covering all time periods. The sources are College of Architecture + Planning faculty slides and digital images.

The goal of the visual resources specialist is to complete cataloging for the balance of the already digitalized images and upload them to the CA+P ContentDM collections. When this is complete, all circulated slides which have been circulated within the last few years will be digitized and cataloged for addition to these digital collections.

Prepared by Cathay Erickson, visual resources specialist

**Library Statistics Report**

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<th>Types of Collections</th>
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Note: The Marriott (Dumke) Library does not break out budget by category as listed here.

**STAFFING: Marriott (Dumke) Library**

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</table>

**Table 3 Instructional Budget**

The College has generated a slight surplus in instructional funding in every year since the last accreditation visit. The University allows Colleges to roll over any surplus accumulated into the following year. Unlike most universities, the dean controls all funds for faculty lines and staff, so that, for example, if a faculty member retires, the entire amount of that salary is continued in all subsequent years and can be used for new faculty, staff, auxiliary faculty, teaching assistants or other instructional purpose. The dean has discretion over increases in salaries for faculty and staff, with guidelines from the University that reflect the Utah higher education system’s allowed budget increases.
In addition to what is indicated here, the College has available resources from research overhead, student computing, and internal grants, which are earmarked. These vary widely from year to year, but average about $50,000 per year.

The resources above include funding for half-time graduate assistantships for about 20 students for one semester each. The assistantships include a partial tuition-waiver from the graduate school.

**Comparative data**

The Office of Budget and Institutional Analysis provided the following comparison of “Instructional Expenditures per Full Time Equivalent (FTE) Student” of selected professional colleges. While expenditures in architecture are less than in engineering and law, increases over the past five years have been significantly greater than those programs.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>$5,929.75</td>
<td>$6,923.40</td>
<td>$6,644.08</td>
<td>$7,446.41</td>
<td>$7,204.14</td>
<td>21.49%</td>
</tr>
<tr>
<td>Business</td>
<td>$3,421.54</td>
<td>$3,449.07</td>
<td>$3,672.04</td>
<td>$3,800.32</td>
<td>$4,373.54</td>
<td>27.82%</td>
</tr>
<tr>
<td>Engineering</td>
<td>$10,263.10</td>
<td>$10,079.73</td>
<td>$9,724.57</td>
<td>$8,782.56</td>
<td>$10,543.76</td>
<td>2.73%</td>
</tr>
<tr>
<td>Law</td>
<td>$9,612.31</td>
<td>$10,566.10</td>
<td>$9,908.72</td>
<td>$11,302.77</td>
<td>$10,817.97</td>
<td>12.54%</td>
</tr>
</tbody>
</table>

Table 4: Instructional Expenditures per full time equivalent (FTE) student

**Fund raising**

Annual fund raising, scholarship donations and endowment income also contribute to the available resources. Donations have varied from $180,000 and $320,000 annually, much of it for graduate scholarships, but some to help the College transition into its urban planning program and some pledge fulfillment for increases to endowments. The University is planning a new $1 billion capital campaign, which will begin in 2007. The goal for the College has not yet been set.

**Scholarships.** The scholarship program provides between $70,000 and $80,000 to graduate students and undergraduate majors in architecture annually, while undergraduate students may also take advantage of university-funded gifts and grants. The College receives annual scholarship funding from 12 architecture firms and suppliers. Alumni donations are also earmarked for some scholarships.

**Endowments:** As of March 31, 2006, the value of all endowments for the College stood at $795,000, an increase of 75% since 2001. The most significant addition is the 50-year anniversary campaign, which was launched in 1999 and is now fully funded. Endowments include:

- **GSA 50-year endowment:** supports lectures, travel, visiting faculty, and events
- **Tom Kass Endowment:** Support a beginning design student or instruction in basic design
- **The Roger Bailey Traveling Fellowship Fund:** Support the international travel and related expenses for the Bailey Traveling Fellow.
- **The Henrietta Johnson Louis Symposium Fund:** Used to hold the Henrietta Johnson Louis Symposium on Architecture and Writing and to publish the monograph.
- **The Martin Brixen Memorial Lecture Series:** Provides the school with a lecture by an architect or designer of international stature.
• **The Leland K. Irvine Award for Acoustics**: Provide funds for an annual award to outstanding students in the acoustics section of the environmental controls course.

• **The George Augustus Hanks Endowed Scholarship**: To use for undergraduate and graduate student scholarships. The GSA is using these scholarship funds to assist in diversifying the student body.

• **The Edwards & Daniels Scholarship in the Memory of Ralph Edwards**: To use for a graduate student scholarship.

• **The Robert Eyestone Memorial Scholarship**: To use for a graduate student scholarship.

• **The Neil Astle, FAIA, Memorial Scholarship**: To use for a graduate student scholarship.

• **Jane Barrett Memorial Scholarship**: To use for a woman graduate student

### 3.11. Administrative Structure

The University of Utah has been accredited by the Northwestern Commission on Colleges and Universities since 1933, and underwent its last accreditation in 1996. The University has been revisited this year by NWCCU, and the site team has recommended reaccreditation.

The University of Utah is overseen by a Board of Trustees, which is under the Utah State Board of Regents. The regents and the trustees are appointed by the governor of Utah. President Michael K. Young is the chief administrative officer of the university, and is supported by two senior vice presidents: Academic Affairs and Health Sciences. The deans of health, nursing, pharmacy, and medicine report to the Senior Vice President for Health Sciences, Dr. A. Lorris Betz. The deans of architecture + planning, business, education, engineering, fine arts, the graduate school, humanities, law, mines and earth sciences, science, social and behavioral sciences, and social work report to the Senior Vice President of Academic Affairs, Dr. David W. Pershing. Dr. Pershing also directs the administrative functions of the university, including human resources, campus operations, student affairs, and financial operations. The Council of Academic Deans, which meets monthly, discusses matters of general academic, development, and operational concern, receives information on university issues, and advises the senior vice presidents and president. The dean is a member of the Council of Academic Deans and has recently been appointed to the university’s Academic Leadership Team, a smaller working group of deans and key administrators.

Each dean chairs his/her College Council, consisting of faculty, student, and staff representation; these are organized under the Academic Senate, and make policy decisions for each college. The College of Architecture + Planning participates fully in university governance through representation on all required and elected university committees. Given the school’s relatively small size within the larger university community, we enjoy extraordinary representation across the campus as a result of our faculty’s commitment to university service.

The College is currently comprised as a single department college consisting of two academic programs, each with its own degrees, and several active research and community service initiatives. The academic programs are architecture and urban planning. Degrees offered include the bachelor of science in architecture studies, bachelor of science in urban planning, bachelor of arts in urban planning, master of architecture (4+2), master of architecture (3+), master of urban planning, and
master of science in architectural studies. Undergraduate Honors degrees may be obtained in the BS urban planning and the BSAS. The College also offers a minor in urban planning, a graduate certificate in urban planning and a certificate in historic preservation. A joint degree program with the College of Business allows a student to pursue an MBA/M.Arch, which generally requires at least one additional year. The M.U.P degree, approved in 2005 by the Board of Regents, will seek accreditation (PAB) within the next two years. In 2006-07, the College will formally request the creation of a third program, digital design, which is expected to offer undergraduate and graduate degrees. The College has also received preliminary approval from the Board of Regents to propose a Doctor of Architecture degree, which will also seek accreditation from NAAB as a new professional degree.

The administration of the College is handled primarily through the dean's office, with the dean being assisted by Associate Dean Peter Atherton, three program directors, three center directors, and a staff of seven. Associate Dean Atherton is responsible for managing student issues and grievances, admission activities, international students, records management, student advising, class scheduling, classroom facilities, scholarships, and related concerns for all programs. The College is not currently departmentalized but has program directors in the three academic programs of architecture, urban planning, and digital design. Plans call for the College to be reorganized this year into departments. Patrick Tripeny, Associate Dean, is the program director for architecture. Program currently manage auxiliary faculty, teaching assistants, curriculum, admissions, student recruiting and outreach, and program evaluation and assessment. When the College is departmentalized, the department chairs will also manage all faculty, RPT, and program budgets. The College supports three interdisciplinary research centers and the center directors report to the dean.

The dean assumes budget responsibilities for the College, and submits an annual budget to the Senior Vice President for Academic Affairs for review and approval. While the dean has the ultimate responsibility for personnel decisions, faculty appointments, and budgetary control, consultation on these issues with the program directors, faculty and student body is achieved directly through the College Council and standing school committees.

### 3.12. Professional Degrees and Curriculum

The architecture program is composed of an undergraduate pre-professional degree, the Bachelor of Science in Architectural Studies, and two degree programs leading to the NAAB accredited Master of Architecture (M. Arch.)

**The 4+2 Program**
This program provides a Bachelor of Science in Architectural Studies (BSAS) offered after four years of undergraduate study, followed by two years of graduate course work to complete the Master of Architecture.

**The 3+ Program**
Students with a Bachelors degree in other disciplines are eligible to enroll in the program, requiring a minimum of three years for the Master of Architecture. Students entering the 3+ program may need to do some prerequisite course work before entering the professional portion of the curriculum.
Bachelor of Science in Architectural Studies

The BSAS is the pre-professional degree that is part of the 4+2 Master of Architecture professional degree program. An undergraduate student majoring in architectural studies must complete 122 semester credit hours. These hours fall into three categories:

- **General Studies** (37 credit hours; 30% of total hours)
  The following general education requirements are established by the University for the Bachelor of Science degree:
  
  Intellectual Explorations: Eight courses: two each in Fine Arts, Behavioral Science, Physical Science, and Humanities (Architecture students use Introduction to Architecture and Basic Drawing for their fine arts courses.)
  
  Writing: One lower division, general writing course
  
  American Institutions: One course chosen from American history, economics or political science
  
  Diversity: One approved course in cultural diversity
  
  Quantitative Reasoning: One advanced or two introductory courses (Architecture students meet this requirement by taking Calculus I)

- **Major requirements** (67 credit hours; 55% of total hours)
  The major requires six pre-architecture courses to be completed before formal admission to the major can be granted. Three of these courses are general studies courses, as described above, and are marked with an asterisk.

  **a. Pre-architecture (Freshman and Sophomore) requirements:**
  
  Calculus I*  
  General Physics I and II  
  Introduction to Architecture*  
  Basic Drawing*  
  Design Workshop

Admission to the major takes place once annually for fall semester. Students are evaluated based on cumulative GPA, pre-architecture course GPA, curriculum choices (for instance, advanced levels of math and physics or the architecture freshman seminar), and a ten page portfolio. Approximately 50% of completed applications are accepted.

After admission to the major, all BSAS students follow an identical curriculum path consisting of four courses each semester for four semesters. This highly structured portion of the curriculum is designed to assure a uniform, fundamental competency in the core areas of study. The structured nature of these middle two years of the six year program then serve as a strong foundation for the two graduate years where students are given the opportunity to focus aspects of their study toward their own special architectural interests.

  **b. Major, Semester 1**
  
  Architectural Design Studio I  
  Architectural Communication I  
  Survey of World Architecture I  
  Human Dimensions in Architecture

  **c. Major, Semester 2**
Architectural Design Studio II
Architectural Communication II
Survey of World Architecture II
Materials and Construction

d. Major, Semester 3
Architectural Design Studio III
Architectural Determinants
Architectural Structures I
Environmental Controls I

e. Major, Semester 4
Architectural Design Studio IV
Communication Process in Architecture (Theory)
Architectural Structures II
Environmental Controls II

• **General Electives** (18 credit hours; 15% of total hours)
This amount of elective work allows students to develop a minor in many of the major disciplines at the University.

**Master of Architecture 4 + 2**

To complete the 4+2 program, the student continues study in the two year, graduate program. Students from the University of Utah submit application to the Graduate School of the University and a portfolio to the architecture program. Evaluation is based largely on class standing within the pre-professional program after certain basic thresholds have been passed. Students from other pre-professional programs that are part of accredited Master of Architecture program submit application, transcripts, letters of recommendation, letter of interest, and portfolio, which are evaluated by the Admissions Committee.

The Master of Architecture program is predicated upon a strong pre-professional degree in architecture. Following the structured core studies required of all students in the undergraduate degree, the graduate curriculum allows the graduate student, within clear guidelines, to tailor a program to their individual interests and intentions.

The Master of Architecture curriculum is composed of several study areas. In most study areas a choice of courses is offered. While all courses in a study area provide fundamental study of the methodologies of that area, their variation in focus within the area allows students the opportunity to pursue special interests and support study concentrations within their program. The student selects from these offerings to meet the amount of study required in each of the area. In order to insure that fundamental material continues to be uniformly provided to all students, there are some exceptions to this pattern: namely, Professional Practice where a year long course of study is prescribed; the Comprehensive Building Design Studio, which all graduate students must take as a part of their studio requirement, and the Master’s Project course series required of all. Electives may be drawn from architecture courses that are not part of a required study area, such as courses offered in historic preservation, animation in architecture, architectural photography, as well as any graduate level course offered by the University. Courses taken in any of the required study areas that exceed the number of courses required for that study area, may also be used as electives.
Students in the 4+2 program, when both the Bachelor of Science and Master of Architecture are considered, spend 60% of their course work in professional studies and 40% of their course work in general and elective course work.

<table>
<thead>
<tr>
<th>Graduate Study Area</th>
<th>Min Requirement</th>
<th>Select From</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio</td>
<td>15 credit hours</td>
<td>6005, 6015, 6016, repeatable</td>
<td>Must include one semester of 6015</td>
</tr>
<tr>
<td>Communications</td>
<td>3 credit hours</td>
<td>6050, 6051, 6052, 6053, 6054</td>
<td>Includes computer graphics</td>
</tr>
<tr>
<td>Structures</td>
<td>3 credit hours</td>
<td>6300, 6301, 6302, 6303</td>
<td>6301 &amp; 6302 are repeatable if topic changes</td>
</tr>
<tr>
<td>Technology</td>
<td>3 credit hours</td>
<td>6340, 6352, 6353, 6360, 6370, 6570</td>
<td>Env. Controls and Mat. and Const.</td>
</tr>
<tr>
<td>History</td>
<td>6 credit hours</td>
<td>6200, 6203, 6205, 6212, 6229, 6230, 6231, 6232, 6233, 6234, 6235, 6239</td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>3 credit hours</td>
<td>6261, 6262, 6270, 6271, 6272, 6273</td>
<td>6261 &amp; 6271 are repeatable if topic changes</td>
</tr>
<tr>
<td>Professional Practice</td>
<td>6 credit hours</td>
<td>6700, 6701, 6702, 6720 no options</td>
<td>Proj. Management Law for Arch'ts Client Services Proj. Finance</td>
</tr>
<tr>
<td>Electives</td>
<td>9 credit hours</td>
<td>Graduate classes in arch, planning or elsewhere</td>
<td>Animation, Urban Planning, Preservation, Photography, etc.</td>
</tr>
<tr>
<td>Master's Project</td>
<td>5 credit hours</td>
<td>6970, 6971 no options</td>
<td>Project Preparation Master's Project</td>
</tr>
</tbody>
</table>

**Master of Architecture 3+**

Students who already hold a baccalaureate degree in any field may obtain the accredited Master of Architecture degree in the 3+ program. The student seeks admission to the Graduate School of the University and the College of Architecture + Planning. Admission requires an undergraduate degree with a cumulative GPA of 3.0, successful completion of a year long, trig based physics course, and one semester of calculus, appropriate letters of recommendation, letter of introduction/purpose from the applicant, and a portfolio. The Admissions Committee selects applicants with a high degree of likelihood for success in the program.

Upon admission, 3+ students undertake an intensive course of study during the summer term, which includes a design studio and a communication studio. The students then take the courses being offered at the senior undergraduate level to which they add the course in materials and construction in place of the writing course. They also take the survey of world architecture courses. With successful completion of this preparation work, they follow the curriculum of the two-year, Master of Architecture program.

**Examples of Minors or Concentrations:** The Utah program strongly reflects the NAAB objective of allowing students to pursue their special interests and complete minors or develop areas of concentration, either within or outside the program. As noted above, students at the undergraduate level have the opportunity to establish a minor in many of the disciplines represented in the University. The most commonly found minor among architecture students is in foreign language. Minors in allied fields such as Environment and Behavior, Business, Art History,
Psychology, etc. are also available and practical within the structure of the Bachelor of Science in architectural studies.

Students in the Master of Architecture program, in addition to the advantages of study areas discussed above, may use the elective hours in that program to augment study concentrations in areas of special interest. Graduate students often use the school’s strength in sustainability, urban planning, or digital technology as areas of concentration. Other areas outside the School where students have focused attention include business, environmental studies, and community studies. Students may, by putting together some undergraduate elective hours with some graduate elective hours, complete a graduate certificate program in urban planning.

**Off-campus programs**

The College offers a one-semester off-campus sequence for graduate architecture (M.Arch) students. This is the designbuildBLUFF studio, which attracts between 8 and 12 students in the spring semester annually, or approximately 25 to 30% of all graduate students. Students live and work in Bluff, Utah, a very rural area near the four corners (Arizona, New Mexico, Utah and Colorado). Students are housed in an historic home owned by the Center for Life Specific Design, a non-profit associated with the University of Utah. They must cook and manage the household as well as constructing the project. They receive one semester studio credit and one semester materials and methods credit for the design and construction of a single family home for an indigent family (usually Navajo). In addition, an additional one or two elective courses are offered by faculty on site or faculty who travel to the site. These courses have included technical documentation, Native American architecture and settlements (studied in situ) and construction details. Students spend four weeks in Bluff and return for one week (where some classwork takes place), then repeat this pattern until the end of the semester. This studio is usually one of three options offered during the spring semester and students must be first year 4+2 grad students or second year 3+ grad students to qualify to take it.

### 3.13. Student Performance Criteria

Formal education in architecture is an important preparation and a prerequisite for internship and professional practice. While the accompanying matrix indicates which criteria are found in which of our courses, the following provides an overview of the architecture program curricular goals and content.

The foundation for architectural study is developed through liberal studies, architectural history and theory, and an examination of human culture and behavior. The ability to research and understand issues in this area is essential to the practice of architecture in the contemporary world. Students have either completed the University’s general education program described in detail in “Professional Degrees and Curriculum” above, or have earned an undergraduate degree before entering the program. This ensures that our students have a balanced background in the four content areas comprising the liberal education core: Fine Arts, Humanities, Social Sciences, and Natural Sciences. Additional baccalaureate requirements include courses in quantitative skills, diversity, writing, and (beginning in 2007) international studies. These courses contribute to the understanding of the human condition held by our students, and provide a foundation in values, standards, critical thinking, and communication. From the general education core courses in the social and natural sciences, to the mathematics and physics sequence we require our students to take, a basic understanding of natural and social forces is established. At this time students intending to enter architecture also take “Introduction to Architecture”, “Architectural Design Workshop”, and “Basic Drawing”, to provide introduction to the visual arts and design.
Building on this foundation, students within the major take coursework in architectural design, history, writing and theory, determinants, (which includes codes, accessibility, site planning regulation, and urban considerations), structures, environmental controls, materials and construction, and human (socio-cultural) dimensions. These courses provide the student with a basic understanding of the evolution of architecture and urban design; introduce the role and responsibility of the architect; sensitivity to the relationship of buildings and cities to site and climate; and understanding of the relationships between human behavior and the physical environment. At the graduate level, students continue to take courses in these subjects, and gain advanced, more detailed understanding of these issues, and their application and use in architecture. At the graduate level, professional practice and its associated content base is also studied.

An important focus in education is sustainability, including the manner in which climate, geography, and other natural phenomena and characteristics affect the setting for architecture, along with an understanding of the affects architecture has on the environment and its maintenance. Within the professional program, a number of courses contribute to this understanding. Our design studio courses require demonstration of understanding of environmental issues, and the environmental control systems sequence and architectural determinants course place particular emphasis upon understanding environmental and contextual issues. At the graduate level, students continue to take courses in these subjects, and gain advanced, more detailed understanding of these issues, and their application and use in architecture.

The study of formal and aesthetic issues introduces students to basic principles and theories of perception, and philosophical speculation about the nature of art and architectural design. Such explorations embrace the making, experience, and use of architecture. These issues are covered in the design studio courses at all levels within the curriculum, from the initial studio through the final Master’s Project. As our students progress through the curriculum, they are introduced increasingly complex concepts of building organizational strategies, form generation, and design methodologies. They are also asked to increase and refine their critical and analytical abilities on evaluating architectural ideas and solutions. The required and elective history and theory courses, among others, provide additional amplification of this content area.

Technical studies introduce the physical systems, principles, and technologies necessary to create a beneficial architecture that responds to both human behavior and the laws of nature. Beginning with the foundation provided by the required mathematics and physics sequences, technical information is conveyed directly in the set of structures, materials and construction, and environmental control courses. These courses provide basic information on: 1) building materials and assemblies, and construction methods and processes; 2) the systems required to make buildings habitable, and understanding of natural and passive control strategies; 3) issues of life safety, communications systems, and other related content areas; and 4) the full spectrum of structural information, from force systems to seismic design. The faculty continues to develop opportunities for integrating technology into the design studio courses, through course assignments and faculty consultation. Often our technology courses require projects involving design as part of the normal course work. In several instances this requirement is based upon what is occurring concurrently in studio.

Design education develops the ability of the student to synthesize social, environmental, aesthetic, and technical considerations into a cohesive and unified architectural entity and includes and understanding of process and product. A program of design study offers a student the knowledge of the conventions of practice, and of the normative forces of economics, regulation, and tradition.
Yet, creativity in practice also challenges conventions, and shows solutions never before considered. We foster in our students an attitude that arises from a curiosity for what is, and a hope for what could be, coupled with the creative encouragement to chart a course synthesizing these poles.

Introductory studio work begins with inquiry into the nature of design and problem definition, and moves from two- and three-dimensional work to the making of buildings of varying complexity, and the examination of architectural issues in a comprehensive manner. The final project of the undergraduate design sequence involves a comprehensive building design with focus upon both the integration of the technical into the design concept, and the qualitative aspect of space and form making.

A unique component of the studio sequence at the graduate level is that all studios are topic based. These are vertically mixed studios, with students from all graduate years, developed about a specific architectural topic or issue. Within this structure, students are required to take at least one comprehensive building project studio. The purpose of this semester long studio is to cover the spectrum from project programming through beginning design development decisions. Here focus is upon both the integration of the technical into the design realization, but also on the qualitative aspect of space and form making. Often client-based projects are used, with collaboration an integral aspect of this studio experience. While there are other semester long studios, such as the designbuildBLUFF studio, we also offer session studios (lasting about 7 ½ weeks) whose topics can range from theoretical to technological concerns, or from programmatic to typological ones. In the recent past studio content has addressed preservation and adaptive reuse, urban design, sustainable building design, typological investigations of single family houses, design of public buildings, sacred spaces, filmmaking, voluntary simplicity, social sustainability and affordability, and architectural competitions. These represent but a few of the offerings developed by the regular and auxiliary faculty. Graduate students complete the design sequence by producing a Master’s Project, which includes a session-length research, site analysis, and programming component, as well as a semester-long design process in which they more holistically address an architectural problem.

A variety of courses contribute to the ability of our students to communicate and to collaborate. The University’s liberal education program grounds the student in written papers and examinations. To meet the University’s writing intensive requirement the program offers a course on architectural communication processes (which uses theoretical treatises as a base for writing and thinking). The Master’s Project requires a written document that includes programming information as well as a statement of architectural intentions and direction.

All students are required to take a drawing course, and a year long architectural graphic communications course that covers both traditional and digital methods of communication including hand drawing, sketching, CAD, digital imaging, 3D modeling, BIM, architectural graphic conventions, and for the first time this year, branding. Most required courses -- from history to technology, including design studio -- require written work, along with graphic representation. We encourage both experimentation and precision in the written and graphic expression in the course work received from our students.

At the graduate level, a number of advanced courses in representation and communication are offered. Many of these involve computing, which cover a variety of topics from animation and simulation, rendering, CAD and BIM applications. All courses accept computer generated work as part of meeting course requirements. In fact, as our students progress in the curriculum they increase their use of multimedia presentations in studio work, as well as for other courses. There is also a long tradition of model-building in the program, abetted by our excellent shop and laser cutter.
Practice includes the relation of the profession to society, as well as the organization, management, and documentation of the process of providing professional services. Professional concerns are becoming an increasing large part of our professional curriculum. While the professional practice course sequence at the graduate level addresses these issues, in “Introduction to Architecture” (a University Fine Arts Foundation course, and a required course for admission to the major), the complexity of contemporary practice is introduced to the student, along with the many types of knowledge and skills required by architects. The professional practice sequence is a year-long course divided into four sessions: project finance, project management, law for architects, and client management. These classes are taught by a developer/designer, a firm principal, an attorney and a faculty-practitioner. A course in case studies is an elective addition to this background.

The following student performance criteria matrix articulates where the performance criteria are met within our curriculum and course structure.