UNIT REPORT

Architecture - APR Self-Study Report by Academic Unit/Department

Generated: 3/15/22, 2:45 PM

Program Mission

Mission

Program Mission Statement:

The mission of the collaborative culture of Idaho's only accredited professional architecture program is to provide students the training required to become a licensed architects, by teaching them how to creatively imagine and design future built-environments. The UI Architecture Program focuses on experiential learning and aims to engender:

•Professional communication
•Architectural research methods
•Design process and design thinking
•The role of history and theory in architecture
•Social and psychological impacts of architecture
•Integration of technical and environmental systems
•Innovation with technical, aesthetic, and conceptual constructions.
•The use of analogue and digital tools in the creation of thoughtful and well-crafted architecture.

Program Goal (add a minimum of 3 program goal "plan items")

Goal 1. Ensure quality evidence for NAAB Accreditation

Goal Statement:

Our national accrediting body (NAAB) requires that we collect and evaluate student work from year to year in order to provide evidence to the accrediting body and show that we are meeting certain national benchmarks for professional architecture education.

Of particular interest to us from the perspective of assessment are the student learning criteria (aka Student Criteria). NAAB describe these as:

> "**3.2 Student Criteria (SC): Student Learning Objectives and Outcomes**
> A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment."

Under the latest accreditation conditions, the thrust of evidence collection has become focused in two areas:

> **"SC.5 Design Synthesis**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.
>
> **SC.6 Building Integration**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance."

The types of evidence required are described in the 2020 NAAB Conditions for Accreditation:

> "The following (from the 2020 Procedures, section 3.5.3) describes the types of evidence required for the assessment of SC.5 and SC.6:
>
> **Primary Evidence for SC.5 and SC.6.** These criteria will be evaluated at the ability level. Programs may design their curricula to satisfy these criteria via a single course or a combination of courses. Evidence supplied for these required courses is provided in the team room and include fully labeled exhibits of student work from each course section. Programs must provide the following:
>
> **Narrative:** A narrative description of how the program achieves and evaluates each criterion.
>
> **Self-Assessment:** Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis, with a summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review. If the program accomplishes these criteria in more than one course, it must demonstrate that it coordinates the assessment of these criteria across those courses.

Supporting Materials: Supporting materials demonstrating how the program accomplishes its objectives related to each criterion. Organize the supporting exhibits in the format specified by the NAAB and include the following for each course associated with the student learning outcome:

a) Course Syllabus. The syllabus must clearly articulate student learning outcome objectives for the course, the methods of assessment (e.g., tests, project assignments), and the relative weight of each assessment tool used by the instructor(s) to determine student performance.
b) Course Schedule. The schedule must clearly articulate the topics covered in the class and the amount of time devoted to each course subtopic.
c) Instructional Materials. The exhibits must clearly illustrate the instructional materials used in the course. These may include a summary of required readings, lecture materials, field trips, workshop descriptions, and other materials used in the course to achieve the intended learning outcomes.

Student Work Examples: The program must collect all passing student work produced for the course(s) in which the learning outcomes associated with this criterion are achieved within one year before the visit, or the full academic cycle in which the courses are offered. The visiting team will evaluate approximately 20 percent (no less than three, no more than thirty examples) of the student work collected in this time frame, selected by the NAAB at random before the visit. The program may self-select additional student work, up to 10 percent, for the visiting team to review. If several courses are used to satisfy the SC, the class lists from each course must be aligned so that a random selection process will collect the work of each student selected in all classes that are used to meet the SC. The student lists provided must comply with FERPA rules."

Alignment to UI Strategic Plan Goals: Transform (Goal 3): Increase our educational impact.

Indicators/Metrics to Evaluate Progress:

The metrics we will use to evaluate be consistent with the NAAB Document. These are Course Syllabus, Course Schedule, Instructional Materials, and Student Work Examples.

In order to engage this task we must first do three things: 1. Define these terms. 2. Locate the best place to focus on these criteria within the context of our curriculum. 3. Set up a reliable framework that yields consistency of learning objectives and comparability of student work across multiple section and multiple instructors.

1. **Define**

Design Synthesis- an ability to create an innovative and aesthetic architectural project that formed as a response to site conditions, code provisions (with particular emphasis on accessibility and life safety), programmatic opportunities, functional relationships, spatial dynamics, building systems, and the articulate deployment of building assemblies.

SC.6 Building Integration— an ability to engage multiple complementary (and sometimes sometimes contradictory) performative aspects of a building; students must demonstrate acumen in the evaluation, selection, and ultimate integration of *key* constituent parts in forming an effective and functional building solution. Emphasis is placed on building envelope, structural systems, environmental control systems, and life safety systems. All of this must be done with a drive to incorporate strategies that will promote resiliency and sustainability within the built environment.

2. **Locate**

Our program is broken into three phases. The fist, *Design Fundamentals*, is the first two years of undergraduate education (B.S. in Architecture), The second, *Pre-Professional*, is the third and fourth years of the undergraduate education. The third and final phase is the *Professional Degree* (M.Arch), which occurs in years one and two of the graduate degree. When considering our NAAB requirements, we must identify courses that inculcate both our own "seamless" students (coming into the M.Arch from the B.S.), as well as those who transfer in as graduates from other institutions and/or with degrees that are not bachelors' in architecture.

With this in mind, we have targeted Arch 553, a specialized design studio that focuses on the technical execution of a building, as the site for this learning and evidence collection. Arch 553 occurs in the first year of the professional degree for those with undergraduate degrees in architecture, and occurs in the third year for those with undergraduate degrees in other disciplines. It not only has the correct focus and timing to address these learning objectives; but also, as a 6 credit design studio it, buy definition, produces a multitude of tangible design "products".

3. Framework

1. Make a template syllabus for Arch 553 ensuring certain deliverables and foci are consistent across sections.
2. Set a basic (minimum) collection of reference materials.
3. Create a consistent set of outcomes for all the sections for comparability and a means to assess student ability.

List of Actions the Program Will Take to Achieve Goals :

The student work examples will evaluated for "ability," which here means outcomes that would be consistent with a burgeoning professional when first undertaking a "total building design." In other words, there must be evidence that a student can manipulate multiple interdependent systems to create a compelling and comprehensive design solution that includes a high degree of "constructibility" as seen in a final set of construction documents. Steps to ensure this end include:

1. Program Head will evaluate work from all 553 sections at the end of fall semester.
2. At least one final reviewer for each studio section's final design review will NOT BE the instructor of record.
3. 553 template will be adjusted by the Program Head based on the student evidence collected, instructor self-reflection, and feedback given by external reviewers each year.

Goal Achievement Level: Met

Goal 2. Promote faculty opportunities for enhanced scholarship and creative activity.

Goal Statement:

With current teaching loads in architecture putting faculty members' PS's generally in the 75% range for teaching, it becomes important seek out means to provide opportunities for faculty to have periods of focus on research/creative projects.

Alignment to UI Strategic Plan Goals:

Innovate (Goal 1): Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

Indicators/Metrics to Evaluate Progress:

The first primary indicators that would point to progress towards this goal is seeing regular temporary PD % reallocations from teaching to research.

The second indicator is the emergence of more scholarly and creative products requiring extended time to produce: exhibits, significant grants, books, journal articles, built architectural works, etc.

List of Actions the Program Will Take to Achieve Goals :

We need to be more strategic in providing focus time to faculty in two areas: 1.) those who are research inclined but not currently able to do more research because of current PD allocations. 2.) junior faculty that need time to more spent on their own work to better establish research/creative activity agendas for the future and make them successful in the P&T process.

However, to achieve this we will need the assistance of the College and University in providing proper resources: either full-time faculty hires or funds to hire temp faculty at regular intervals aimed at this goal (i.e. not the current model of temp hires made solely on the basis of what we cannot teach by increasing teaching percentages in TT-faculty's PD's).

Goal Achievement Level: In Progress

Goal 3. Engage in mutually beneficial external partnerships

Goal Statement:

Over the years we have established a number of partnerships with external constituencies. In the past many of these relationships were limited to a kind of “charity" approach, with architecture faculty and students providing design services without compensation. Although this model is appropriate in some instances, as we move forward it is important to establish more relationships that are mutually beneficial, recognize the amount of time and effort and ability that are put into the projects we do for community members, and allow some financial autonomy for the program.

Thus we have been working to establish a number of new lines of impact:

The Idaho Architecture Collaborative, works with community members in an *ad hoc* way outside of standard curricular frameworks and is aimed at demonstrating the value of design to a broader public, incubating projects for professional development (i.e. we aim to bring these projects to architects, engineers and contractors for development and execution), and fostering donations to support facility improvement for the architecture program.

The Design-Build Program, is a curricular vehicle for outreach. It occurs every spring and continues into the early summer. It is based on the idea that a team of 12 to 20 students will work with an external constituent (one that has been been cultivated and vetted by the professor) to design and build an architectural project in the community. These relationship create pedagogical frameworks, provide financial support for the design build program itself, while leveraging partner funding to realize built works that would be unattainable with our current internal funding models.

Industry Partnerships: The *Idaho Forest Products Commission* partnership and the *Idaho Concrete Masonry Association* partnership have become keystones to our third year studio and structures sequence. These partnerships link specific material potentialities to design inquiry, and benefit from engagement with stakeholders with specific expertise in these material assemblies. Further, these particular stakeholders provide student

awards for a design competition we run as part of the program; they also provide funds for critics and lectures over the course of the events. In the future, it will be important to build more relationships like these and extend the roles we play in industry research (beyond mere student awards).

Alumni and Community Partnerships: As an extension of both of these projects we have recently entered into an agreement with a prominent alumnus/donor and the Moscow Affordable Housing Trust. In this relationship the donor will provide scholarships to students as well as funding for the project.The latter is to design and build six small houses over the next six years with six different groups of students. Benefits of this project include new affordable housing stock for the community, transformative educational experiences, and financial impact tot the architecture program. The final benefit comes at the end of the project when the house is sold, as our donor has pledged to return all profits to the architecture program. We are currently in conversations with Avista as a potential industry partner in this endeavor.

Alignment to UI Strategic Plan Goals:

Engage (Goal 2): Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.
Transform (Goal 3): Increase our educational impact.

Indicators/Metrics to Evaluate Progress:

The financial and portfolio contributions from the relationships with these external partners will be the key metric for success.

List of Actions the Program Will Take to Achieve Goals :

It is important that we be creative in coming up with initiatives, particularly with the industry partners. We need to remain vigilant in responding to fresh inquiries, as well as energetic in seeking out new conversations for possible community partnerships for all of the above.

Goal Achievement Level: In Progress

Goal 4. Be a community committed to access and inclusion.

Goal Statement:

Recruit and retain both a diverse student body and a diverse faculty, all of whom aim to perpetuate the freedom of others and promote equality in their work both on and off campus.

Alignment to UI Strategic Plan Goals:

Cultivate (Goal 4): Foster an inclusive, diverse community of students, faculty, and staff and improve cohesion and morale.

Indicators/Metrics to Evaluate Progress:

A shift in demographics to include more non-white faculty and students.

List of Actions the Program Will Take to Achieve Goals :

Our faculty is actually quite balanced in terms of gender and race.

Our primary aim is towards our student body. We plan to work with University and College Diversity initiatives to find ways to connect with more minority students and communicate the possibilities for them of a career in architecture.

Goal Achievement Level: In Progress

Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered by dept)

Architecture B.S./M.Arch

Assessment Report Contact: Matthew Brehm

Program Changes in Past Year:

We updated the format for the graduate project; we reduced maximum class sizes for our two most demanding graduate studios to ensure more contact with the. instructor and more guidance in the most critical classes for concluding their education at UI and for our accreditation.

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment: NAAB

Import Outcomes Data (from Anthology Outcomes):

see below.

1

Sample

Sample

Academic Year 2019-2020: Architecture

Term: Overview

No Results

Summary of Student Learning:

see attached.

Attached Files
20210928-MArch-Assessment.docx
20210927-BSArch-Assessment.docx

Summary of Faculty Discussion:
Faculty want to see greater rigor in the Graduate projects.

Summary of Changes/Improvements Being Considered:
We have implemented a studio probation policy, whereby we can track students earning 'C' or lower grades in the studio sequence. We have also moved to limit graduate-level class sizes.

Inter-rater Reliability:
We recently agreed upon a new program-wide grading policy; we also conisitenly review each other's studio classes and evaluate student work.

Closing the Loop:
We recently updated the structures class connection to studio; and we updated the policies in the the 553 grad studio, strengthened its connections to Arch 568; and we reorganized our grad research project to make smaller class sizes (consistent with grad classes, and added continuity between the fall and the spring semesters by having the same instructor continue with the same students.

Student Achievement

Engender Excellence

Student Retention:
We have 3 gates for students to pass when continuing through the program; these gates give us moments to see general retention rates from the foundation level, to the pre-professional level, on to the professional level. It also allows us to see the current demographics and personal identities of students.

Student Persistence:
These 3 gates give us moments to see general persistence rates from the foundation level, to the pre-professional level, on to the professional level.

Student Completion:
In terms of finishing the program, in addition to the monitoring that I mention above via the gates, we also have students in small graduate studio groups once they reach the M.Arch portion of their education; this gives us a very close contact with students and in these close working relationships it becomes quickly apparent if someone is struggling with their work or has stopped attending or is not doing well mentally/physically.

The above-described frameworks and connections are positively reflected in our completion rates, which for the BS. are perennially approaching 90% and for the professional degree (M.Arch) are typically just shy of 100%.

Student Postgraduate Success:
We stay in touch with many students and often ask them to return for critiques. Further, as the program head,, I have not been able to keep up with potential employer's requests for potential employees.

Identify Equity Gaps:
Although we are and have been predominately white, I do think that for a rural architecture school in the PNW (architecture in general has a dearth of non-whites), we have had an encouraging amount of Hispanic and Asian students going though our program over the past 10-15 years.

Architecture, in general, suffers from a lack of black architects. We, at UI, have a handful, but like other institutions would like to do more to support black architecture.

It is notable that all of our students' (in all demographics) average GPA's in the mid 3 point range.

Effective Learning Environment and Closing Equity Gaps:
The close, interpersonal, nature of the design studio is key to our ability to "read" the student body, and develop empathetic relationships with individuals and groups. Further, because of this close-knit relationship, students often confide in their instructors about any concerns about inequities they are encountering.

I am pleased to say that a gender gap is almost non-existent (architecture has historically had problems with being male-dominates) and we have a burgeoning LBGTQ population.

Demand and Productivity

Graduate Demand in the Workforce

External Demand:

Our enrollments are currently maxing out our facility and faculty resources. We are swiftly approaching the time where we will need to become more competitive in our selection of qualified students at the 3rd year gate.

Internal Demand:

Because of the specialized nature of architectural education, the opportunities for students of other disciplines, particularly those outside the College of Art and Architecture, are limited. That said, we still manage to connect architecture to the rest of the university through general education offerings that account for almost 20% of our credit hours.

We are currently in discussions about ways to get more interplay between architecture and landscape architecture in the graduate elective realm.

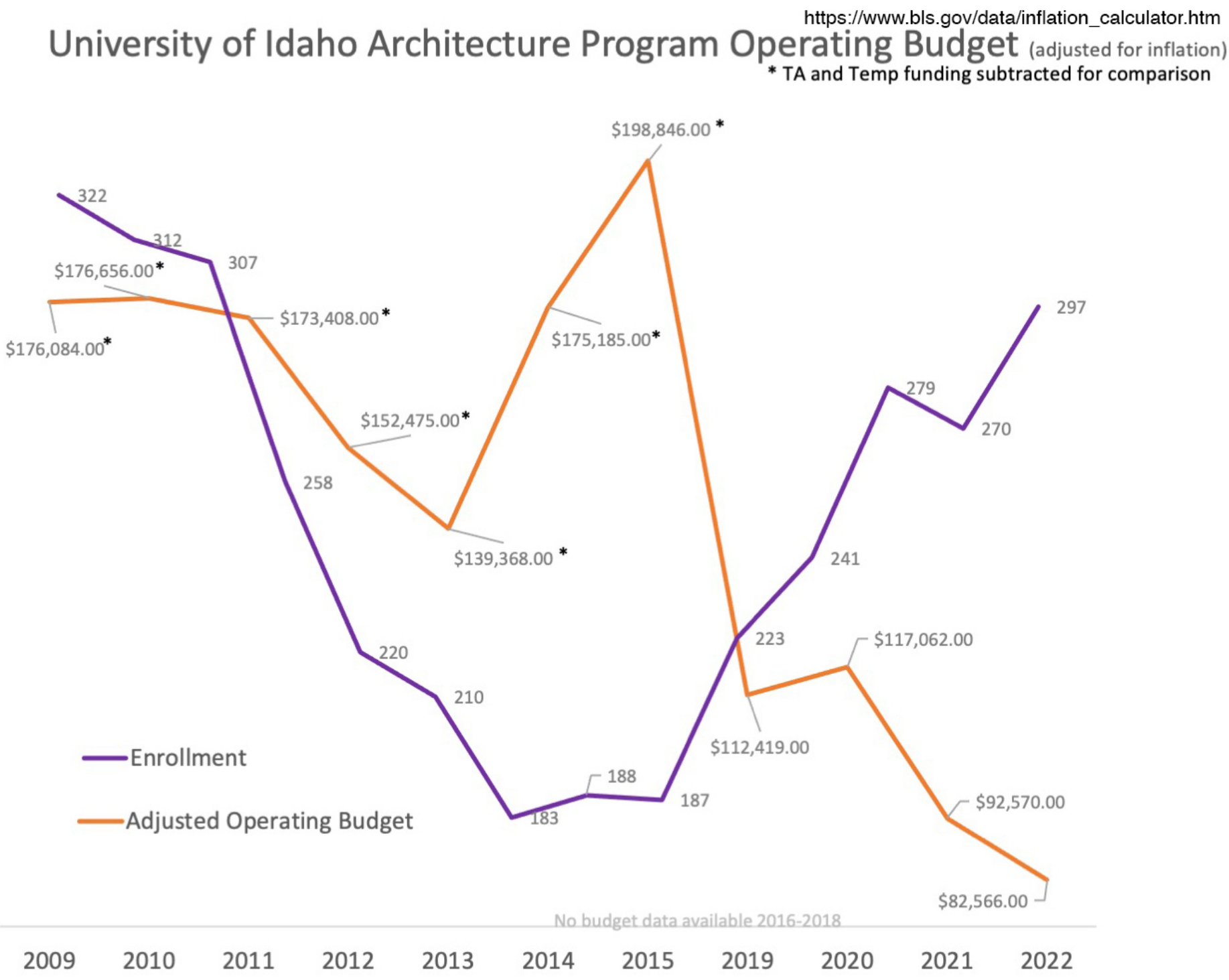
Credit Productivity:

It appears that we produce a healthy amount of credit hours.

Financial Health and Resources

Financial Health and Resources

Financial Health:



Architecture Budget Research Summary

I have attempted to reconstruct budgets for the architecture program back to 2009 from former Chair Diane Armpriest's records (which include *multiple* versions of *multiple* worksheets, requests, and queries). There is a gap between 2016 and 2018 when it became clear that the former Dean was either not allotting or not keeping track of program budgets, thus there are no budgetary records. Overall, I found a lack of budgetary oversight dating back to 2008; this accounts for all the partial documents I used in attempting to reconstruct a budget history. Probably the most variable aspect of the historical internal documents were the categories and definitions used as budget line items, which are sometimes cryptic and often underdeveloped.

That said, there are some areas of great consistency and clarity in the budget history: faculty travel research support, studio support, Boise/Moscow travel support, guest critics, temporary hires, computer upgrade funding, accreditation dues, yearly support for AIAS, and—most importantly—*overall budget allocations*. One theme that emerges is that a large portion of expenditure is aimed at CONNECTION. In this context,

"connection" has several meanings. First, it means compensating for the remote location of Moscow through faculty and studio travel funding. Second, it means acknowledging the statewide mission of the program and the importance of our Boise location in support of this mission; this acknowledgement historically showed up in the form of travel support for faculty interchange between the two locations aimed at fostering both physical and emotional links, and providing a sense that we are one program, one faculty, one student body—UI Architecture. Third, "connection" means funding for guest critics: as a program that provides a *professional education* there is a need to have a diverse range of professionals interacting with our students, a need that is not well-supported by local professionals and our small faculty. In most other architecture programs, even ones with larger pools of local professionals and higher faculty numbers, there is a strong tradition of high-profile external critics visiting the school and interacting with students . Finally, "connection" means funding for the program head to a.) attend the annual ACSA administrators conference, b.) to interact with students and faculty in the Boise location numerous times throughout the year, and c.) to visit donors and/or professionals. In short, our ability to be connected has been significantly challenged since 2017 because of limited funding.

Another concern that arises from this research is temp hiring. Temp hiring has been a significant line item over the years: the architecture program tended to have 2-4 adjuncts operating in any given year; so if, say, 3 adjuncts were hired to teach studio in a given year this would amount to a significant cost ($27,000 per year) and critically: given the current allocation of professional fees the student fees collected from one of these studios in architecture would not cover the cost of instruction ($651 x .4 = $261 x 18 students [max enrollment for a professional studio] =$4687). Further, it is important to note that up until 2013 architecture also had 2 "permanent" adjuncts in Jeff Filler and Ken Carper who covered all structures courses and cost roughly $33,0000 per year, I now have one tenure track faculty member covering these courses, yet that $33K did not come back to the program (as far as I know). Additionally, in the aforementioned model I was not *losing* 2 courses from a TT-faculty assignment (to teach structures); the biggest impacts of this deficiency are on our capacity to teach the graduate seminars that are a *required* part of the M.Arch degree and faculty research time.

Given these shortfalls, I look at 60% of my student's fees being paid to the college and I get deeply concerned. Certainly, the tech shop and print support are critical; however, I am less convinced by some other areas of investment, including what appears to be architecture subsidizing other programs in the college.

To contextualize our challenges, I collected a modest sample of comparable architecture program budgets: Washington State Mississippi State, South Florida, and Montana State all at least have double the operating budget as UI. Perhaps the most relevant in terms of a peer institution is Montana State; MSU is a program with nearly identical enrollment, yet they have *three times* the operating budget as our program. Further, all of these programs get a significant influxof operating support from the state's general education budget. University of Idaho Architecture gets zero.

I undertook this research first and foremost to give myself perspective on what sort of funding is needed to run a nationally competitive *NAAB accredited* architecture program, and then to provide a means of communicating these realities to others. Certainly, this is not a comprehensive study; it is a sketch that begins to describe some real needs for a program often regarded as the privileged "*big dog*" within the college; not only are these perceptions unfair, the financial realities of running a *nationally* competitive architecture program (based on past internal projections and external comparisons) suggest that budget allotments since 2015 are swiftly moving architecture into a position of *underdog* nationally.

Importantly, with the departure of CAA Dean Mark Hoverston, then Provost John Wiencek re-established program-managed budgets throughout the College; he did so with the the following caveat - **these budgets will need to be *continually evaluated and corrected* as the true costs of running a program became evident**. So far my budget has only gone down, despite my enrollment going up. I hope this document provides a better target based on the realities of running the UI architecture program over time and our funding in relation to other comparable programs. The latter are programs that we will need to compete with un the future for faculty, students, and professional and academic respect.

Faculty Line Losses

We are down 2 TT-track faculty lnes in architecture despite enrollment growth sine 2007.

We lost one line (Nels Reece) in 2007 and another in 2019 (Roman Montoto) neither has been replaced. The latter lost TT-line has a particular inequity buried inside it: it was a leap of faith on our part to send ne of our tenured professors from Moscow to Boise to help with the increased load stemming from the *Provost's request to expand architecture offerings* in Boise.

We also lost 2 "permanent" instructors in Moscow (alluded to above) and one full time instructor position in Boise. The position in lost in Boise has been in place since before I come to UI in 2006 and it seems to have gotten lost that this position even existed. What occurred is that Dwaine Carver had been that full-time temporary instructor in Boise for years; after a national search, he was hired as a tenure-track faculty member, and the position he formerly occupied disappeared.

Efficient Use of Resources:

In terms of efficiency, we suffer because of strategies developed and implemented to promote greater levels of faculty research.These strategies were implemented to benefit faculty careers, raise the profile of the architecture program nationally, and to help the UI's ascent towards the stated goal of R-1. Critically, these moves were planned and documented in our Strategic Action Plan:

"4. Cultivate: Be a purposeful, ethical, vibrant, and open community
Objective B: Be a community committed to access and inclusion." Create productive efficiencies

- 2017 Graduate Project made into "Major Professor" model **to free faculty from teaching a 556 section** (see below) and help promote research by aligning student interest with faculty expertise (ideally).
- **Course efficiencies** to provide continuity of outcomes and **free PD's for more scholarship**.
- 2018 Arch 510 becomes a single section.

- 2015 moved 2nd Year studio sequence to a single coordinator model to improve consistency of the pedagogy and better alignment with faculty research and expertise.

Yet, as I told Dean Corry in 2019, this planning has gone unacknowledged: no one remembers we created these efficiencies in order to shift *34 credits of teaching into faculty research time.* And thus, the programmatic efficiencies we created to increase research and creative activity have gone away with increased enrollments, and we are simply left with less. In the end, we have suffered *because of* insightful planning and clever use of resources. The architecture program is as lean as it can get without beginning to atrophy; it will need to build its resources back up to allow an effective contribution to the R1 mission of the University and to put ourselves on the same playing field as other NAAB accredited architecture programs across the country.

Further efficiencies come in the form of favors from professional colleagues to act as critics and/or speakers for reduced cost (or some times for the cost of expenses) of what they would normally receive for such services elsewhere. And we try to supplement our budget through donations supplied by our outreach activity (as explained under goal 2).